


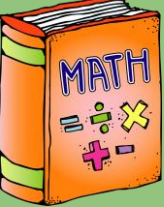







## Year 1 Half-Termly Overview – Summer 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English-Reading</b> 	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding, fluency and comprehension	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding, fluency and comprehension	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding, fluency and comprehension	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding, fluency and comprehension	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding, fluency and comprehension	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding, fluency and comprehension	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding, fluency and comprehension
<b>English-Writing</b> 	<b>Text:</b> The Paper Bag Princess  <b>Key focus:</b> Making a prediction and making inferences	<b>Text:</b> The Paper Bag Princess  <b>Key focus:</b> Writing a short story	<b>Text:</b> The Queen's Knickers  <b>Key focus:</b> Writing a description	<b>Text:</b> The Queen's Knickers  <b>Key focus:</b> Writing a letter	<b>Text:</b> George and the Dragon  <b>Key focus:</b> Writing a Kenning poem	<b>Text:</b> Cutty Sark recount  <b>Key focus:</b> Writing a recount of the Year 1 trip to Greenwich	<b>Text:</b> Year 1 information text  <b>Key focus:</b> Creating a fact book about Year 1 for Reception children
<b>English- GPS</b> 	<b>Grammar:</b> I can use capital letters - proper nouns.  <b>Spelling rule:</b> Adding suffixes -ing,- ed where no change is needed to the root word.	<b>Grammar:</b> I can use punctuation – exclamations.  <b>Spelling rule:</b> Adding suffixes -er and -est where no change is needed to the root word.	<b>Grammar:</b> I can use s and es plurals  <b>Spelling rule:</b> Words ending in -y e.g., family	<b>Grammar:</b> I can use full stops and question marks correctly.  <b>Spelling rule:</b> Words ending in -ve	<b>Grammar:</b> I can use adjectives.  <b>Spelling rule:</b> Prefixes un-	<b>Grammar:</b> I can use punctuation. I can use conjunctions.  <b>Spelling rule:</b> Days of the week	<b>Grammar:</b> I can use adjectives.  <b>Spelling rule:</b> Recap days of the week.




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<b>Mathematics</b> 	<b>Maths unit:</b> Addition and Subtraction within 100  <b>Key Learning:</b> Solving part-whole problems.  identifying fact families Applying addition and subtraction strategies	<b>Maths unit:</b> Division and Multiplication  <b>Key Learning:</b> Describe arrays  Create arrays  Represent arrays	<b>Maths unit:</b> Division and Multiplication  <b>Key Learning:</b> Explore division as sharing  Explore division as grouping  Solve multiplication problems	<b>Maths unit:</b> Division and Multiplication  <b>Key Learning:</b> Solve multiplication problems  Doubling and halving  Doubling and halving using money.	<b>Maths unit:</b> Money  <b>Key Learning:</b> Compare different amounts of money.  Adding and subtracting amounts of money.  Exchange money for items. Calculate change.	<b>Maths unit:</b> Capacity and Volume  <b>Key Learning:</b> Using length, weight and volume.  Developing understanding of halves and quarters  Finding one quarter of a quantity  Using standard units of measure.	<b>Maths Unit:</b> Capacity and Volume  <b>Key learning:</b> Compare capacities using non-standard units  Compare different volumes  Apply understanding of halves and quarters to capacity.
<b>Science</b> 	<b>Science unit:</b> Plants  <b>Key Learning:</b> I can name a variety of common wild and garden plants.	<b>Science unit:</b> Plants  <b>Key Learning:</b> I can identify and name deciduous and evergreen trees.	<b>Science unit:</b> Plants  <b>Key Learning:</b> I can sort a variety of plants.	<b>Science unit:</b> Seasonal change  <b>Key Learning:</b> I can observe changes across the seasons (summer).	<b>Science unit:</b> Seasonal change  <b>Key Learning:</b> I can observe changes across the seasons (summer).	<b>Science unit:</b> Seasonal change  <b>Key Learning:</b> I can observe how day length varies across the seasons.	<b>Science unit:</b> Seasonal change  <b>Key Learning:</b> I can observe how day length varies across the seasons.
<b>Computing</b> 	<b>Computing unit:</b> We are detectives  <b>Key Learning:</b> I can explore a dataset and understand the structure of data.	<b>Computing unit:</b> We are detectives  <b>Key Learning:</b> I can explore a dataset and understand the structure of data	<b>Computing unit:</b> We are detectives  <b>Key Learning:</b> I can explore a dataset as virtual cards in Popplet.	<b>Computing unit:</b> We are detectives  <b>Key Learning:</b> I can create a tree for identification of data.	<b>Computing unit:</b> We are detectives  <b>Key Learning:</b> I can input data into an online form in order to create a table.	<b>Computing unit:</b> We are detectives  <b>Key Learning:</b> I can create filters to identify subsets of the data.	<b>Computing unit:</b> We are detectives  <b>Key Learning:</b> I can search a spreadsheet database to solve clues about the pirates.


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<p><b>History</b></p> 	<p><b>History unit:</b> Kings, Queens and Castles</p> <p><b>Key Learning:</b> I can explain what a monarch is and who the current monarch of the United Kingdom is.</p>	<p><b>History unit:</b> Kings, Queens and Castles</p> <p><b>Key Learning:</b> I can label the main parts of a castle and explain why monarchs built them.</p>	<p><b>History unit:</b> Kings, Queens and Castles</p> <p><b>Key Learning:</b> I can create a timeline of events from Queen Elizabeth II's life.</p>	<p><b>History unit:</b> Kings, Queens and Castles</p> <p><b>Key Learning:</b> I can explain who Queen Victoria was and where she lived.</p>	<p><b>History unit:</b> Kings, Queens and Castles</p> <p><b>Key Learning:</b> I can compare the castles and palaces that were important to Queen Elizabeth I.</p>	<p><b>History unit:</b> Kings, Queens and Castles</p> <p><b>Key Learning:</b> I can explain why King William I and the Battle of Hastings were significant.</p>	<p><b>History unit:</b> Kings, Queens and Castles</p> <p><b>Key Learning:</b> I can explain where Kings and Queens have lived through time and how things have changed or continued.</p>
<p><b>Art</b></p> 	<p><b>Art Focus:</b> Painting and mixed media</p> <p><b>Key Learning:</b> To mix two primary colours to make shades of a secondary colour. To mix at least five different shades of my chosen secondary colour.</p>	<p><b>Art Focus:</b> Painting and mixed media</p> <p><b>Key Learning:</b> To use my five mixed colours to create patterns and texture</p>	<p><b>Art Focus:</b> Painting and mixed media</p> <p><b>Key Learning:</b> To choose collage materials based on colour and texture. To describe how my choices match my ideas.</p>	<p><b>Art Focus:</b> Painting and mixed media</p> <p><b>Key Learning:</b> To choose which materials and tools to use.</p>	<p><b>Art Focus:</b> Painting and mixed media</p> <p><b>Key Learning:</b> To choose which materials and tools to use.</p>	<p><b>Art Focus:</b> Painting and mixed media</p> <p><b>Key Learning:</b> To talk about how I could improve my work. To describe how my choices match my ideas.</p>	<p><b>Art Focus:</b> Painting and mixed media</p> <p><b>Key Learning:</b> To evaluate and improve artwork.</p>
<p><b>DT</b></p> 	<p><b>DT Unit:</b> Cooking and Nutrition - Fruit and Vegetables.</p> <p><b>Key Learning:</b>            I can identify fruits            I can describe where fruits and vegetables grow            I can practice food preparation skills            I can select ingredients for a recipe            I can apply food preparation skills            I can evaluate against the design brief.</p> <p><b>Outcome:</b>            Children will create and prepare a fruit salad.</p>						

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<p style="text-align: center;"><b>RE</b></p> 	<p><b>Key Question:</b> What makes some places sacred?</p> <p><b>Key Learning:</b> I know what a sacred place of worship is for Jewish People.</p>	<p><b>Key Question:</b> What makes some places sacred?</p> <p><b>Key Learning:</b> I can compare places of worship and notice how they are the same and different.</p>	<p><b>Key Question:</b> What makes some places sacred?</p> <p><b>Key Learning:</b> I know why places of worship are important to our community.</p>	<p><b>Key Question:</b> How do we celebrate special times?</p> <p><b>Key Learning:</b> What do you celebrate and why? What stories do your family tell?</p>	<p><b>Key Question:</b> How do we celebrate special times?</p> <p><b>Key Learning:</b> What is Pentecost and how do Christians celebrate it?</p>	<p><b>Key Question:</b> How do we celebrate special times?</p> <p><b>Key Learning:</b> What is Shavuot and how do Jewish people celebrate this?</p>	<p><b>Key Question:</b> How do we celebrate special times?</p> <p><b>Key Learning:</b> How are celebrations similar and different for the religions we have learnt about?</p>
<p style="text-align: center;"><b>PSHE/RSE</b></p> 	<p><b>PSHE Unit:</b> Growing and changing</p> <p><b>Key Learning:</b> I can describe the importance of a healthy lifestyle.</p>	<p><b>PSHE Unit:</b> Growing and changing</p> <p><b>Key Learning:</b> I can identify the changes I have made since I was a baby.</p>	<p><b>PSHE Unit:</b> Growing and changing</p> <p><b>Key Learning:</b> I can think of what babies need to stay happy and healthy.</p>	<p><b>PSHE Unit:</b> Growing and changing</p> <p><b>Key Learning:</b> I can identify the difference between teasing and bullying.</p>	<p><b>PSHE Unit:</b> Growing and changing</p> <p><b>Key Learning:</b> I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</p>	<p><b>PSHE Unit:</b> Growing and changing</p> <p><b>Key Learning:</b> I can identify the parts of the body which are private and describe how we can keep them private.</p>	<p><b>PSHE Unit:</b> Growing and changing</p> <p><b>Key Learning:</b> I can say 'no' to unwanted touch and ask for help from a trusted adult.</p>
<p style="text-align: center;"><b>PE</b></p> 	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> To use our bodies to help us run as fast as we can</p>		<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> To understand how and why we need to accelerate at the start of a race</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> To apply the understanding of running at speed when running as part of a team</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> To begin to understand changeover tactics on a curved track</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> To explore the difference between throwing for accuracy and throwing for distance</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> To use our bodies to help us jump as fast as we can</p>

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	<b>PE Unit:</b> Team building  <b>Key Learning:</b> Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out.	<b>PE Unit:</b> Team building  <b>Key Learning:</b> Pupils will start to develop their communication skills, enabling them to create simple strategies to complete a challenge.	<b>PE Unit:</b> Team building  <b>Key Learning:</b> Pupils will develop their communication skills to enable them to successfully complete a challenge.	<b>PE Unit:</b> Team building  <b>Key Learning:</b> The focus of the learning is to continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team.	<b>PE Unit:</b> Team building  <b>Key Learning:</b> The focus of the learning is to explore simple strategies as a team.	<b>PE Unit:</b> Team building  <b>Key Learning:</b> The focus of the learning is to explore simple strategies as a team.	<b>PE Unit:</b> Team building  <b>Key Learning:</b> The focus of the learning is to explore simple strategies as a team to help us solve a problem.
<b>Music</b> 	<b>Music Unit:</b> Reflect, Rewind, Replay  <b>Key Learning:</b> Listen and appraise	<b>Music Unit:</b> Reflect, Rewind, Replay  <b>Key Learning:</b> Learn to sing a song	<b>Music Unit:</b> Reflect, Rewind, Replay  <b>Key Learning:</b> Learn to sing a song with instruments	<b>Music Unit:</b> Reflect, Rewind, Replay  <b>Key Learning:</b> Improvise with an instrument	<b>Music Unit:</b> Reflect, Rewind, Replay  <b>Key learning:</b> Improvise with an instrument	<b>Music Unit:</b> Reflect, Rewind, Replay  <b>Key Learning:</b> Perform and share	<b>Music Unit:</b> Reflect, Rewind, Replay  <b>Key Learning:</b> Perform and share