



Year 1 Curriculum Overview Cycle B, Summer 2, 2023

Reading	Writing	Maths	Science	Geography
<p>Texts: Supertato – Sue Hendra and Paul Linnet The Scarecrow’s Wedding – Julia Donaldson George and the Dragon – Chris Wormell The Bear and the Piano – David Litchfield Mog the Forgetful Cat – Judith Kerr I’m in Charge – Jeanne Willis My Monster and Me – Nadiya Hussain</p> <p>Key Learning: Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Understand both the books they can already read accurately and fluently, and those they listen to. Check that the text makes sense to them as they read and correcting inaccurate reading. Participate in discussion about what is read to them, taking turns and listening to what others say. Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences. Ask questions and express opinions about main events and characters in stories.</p>	<p>Text: Supertato by Sue Hendra Purpose: retell/entertain Audience: children Form: narrative Outcome: own superhero story</p> <p>Key Learning: Spell words containing each of the 40+ phonemes already taught Say out loud what they are going to write about Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary Begin to punctuate sentences using a capital letter and a full stops Begin to spell words using contracted forms Sequence sentences to form short narratives Select basic ideas and content linked to the purpose of a task Re-read what they have written to check that it makes sense Join clauses using ‘and’ Spell regular plurals Use adjectives</p> <p>Text: The River Purpose: to inform Audience: visitors to the water meadows Form: narrative/information text Outcome: Information sentences about the River Meon /a story about the journey of a fish down the river</p> <p>Key Learning Write reliably formed simple and compound sentences Join clauses using ‘and’ Use simple prepositions</p>	<p><i>The objectives taught may not follow this order but many of these key skills will be drawn upon when solving problems.</i></p> <p>Measurement Capacity/volume (full/empty, more than, less than, quarter) Solve problems for lengths and heights (eg. long/short, longer/shorter, tall/short, double/half) Addition and subtraction in the context of mass and weight using non-standard units other than cubes. Describe position, directions and movements, including half, quarter and three-quarter turns. Simple Tally charts and pictograms</p> <p>Shape Recognise and name 3-D shapes including cuboids, pyramids and spheres</p>	<p>Enquiry Question: How does the River Meon change in the summer? <i>(a longitudinal study)</i></p> <p>Key Learning: Identify and classify plants and animals in a local environment Understand how animals and their populations change during seasons Link change in seasons to change in habitats Identify seasonal changes</p> <p>Skills: Asking questions Observing closely Identify and classify Using observations to suggest answers to questions Measuring data Recording and presenting data</p>	<p>Enquiry Question: Are all rivers the same?</p> <p>Key Learning: What can we remember about rivers from previous visits? What do all rivers have? Where do rivers come from? Where do they go? What is their purpose? What questions do they have of their own about rivers? Where are the River Thames and the River Meon? What are the human and physical features of the River Thames and River Meon? What is the route to the River Meon from school? What observations and data can we make of the River Meon? What do these tell us? What are the similarities and differences between the River Thames and the River Meon?</p> <p>Skills: Ask a series of questions about places and environments. Explore and use picture maps, globes and a simple atlas. Use the 4-point compass directions and use directional language to describe location features. Carry out fieldwork and use observations to answer a question. Notice patterns and changes from carrying out fieldwork in their local area. Devise a simple map and use agreed realistic symbols to make a simple key.</p>

<p>Recognise and join in with predictable phrases .</p> <p>Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Recall the main points of a narrative in the correct sequence</p> <p>Make inferences on the basis of what is being said and done</p>	<p>Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</p> <p>Begin to punctuate sentences using an exclamation mark</p> <p>Use adjectives</p> <p>Real Life Writing Opportunity: Purpose: to retell Audience: parents Form: recount Outcome: a retell of the trip to the Sea City museum</p> <p>Key Learning</p> <p>Write reliably formed simple and compound sentences</p> <p>Join clauses using ‘and’</p> <p>Use simple prepositions</p> <p>Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</p> <p>Begin to punctuate sentences using an exclamation mark</p> <p>Spell regular plurals</p> <p>Use contracted forms</p>			
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RE	PSHE	Art	Computing	Music	PE
<p>Concept: Precious (Water)</p> <p>Theme/Unit: Why is water precious to people of different faiths?</p> <p>Key Learning Recognise what has been taught about the concepts/words and how they are used in the traditions studied. (Christianity & Hinduism) In simple terms, recognise something of the value of the concepts/words in the lives of those living in the traditions studied as well as for their own lives. Express creatively, their response to their own experiences of the concepts/words introduced. Recognise their responses relate to events in their own lives. Share their own experience of water Talk about ways in which water is precious to themselves and others Understand that water is a symbol of purity, life and renewal. Know how water is used in Christian and Hindu ceremonies Comment on the preciousness of water for people of Hindu and Christian faiths</p>	<p>Unit Theme: Staying Safe</p> <p>Key Learning: Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p>	<p>Enquiry Question: What is a sculpture?</p> <p>Key Learning: Create shapes and an effective sculpture with torn paper and paste. Discuss and develop ideas about how to create and attach. Use a range of tools to create a print Use a range of tools to create paper and paste sculpture. Use a sketchbook to plan and develop simple ideas Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea. Use adhesives to select and place cut and torn shapes onto a surface to convey an idea. In sculpture, develop skills in building layers and creating shape. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Draw from observation, memory or imagination.</p>	<p>Enquiry Question: How do computer games work?</p> <p>Key Learning: Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Knowledge and Skills Understand what algorithms are Understand how they are implemented as programs on digital devices Understand that programs execute by following precise and unambiguous instructions</p>	<p>Enquiry Question: What songs can we sing to help us through the day?</p> <p>Key Learning: Move in time with a steady beat. Copy back simple long and short rhythms with clapping Have fun warming up your face, body and voice. Copy back singing simple high and low patterns Copy back the rhythmic words - you can say them and clap them. Listen and focus on the music together Walk, move and clap a steady beat with others Find the beat, perhaps use body percussion Change with the beat if the tempo changes. Begin to share thoughts and feelings about the music Begin to create personal musical ideas using the given notes. Know that improvisation is about making up your own tunes on the spot Know that when someone improvises, they make up their own tune that has never been heard before Improvise simple riffs using question and answer phrases</p>	<p>Unit: Athletics</p> <p>Key Learning: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>