



<p><b>Science - Animals including Humans</b></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p style="text-align: center;"><b>CURRICULUM OVERVIEW</b></p> <p style="text-align: center;"><u>TERM</u> <b>Summer 1</b></p> <p style="text-align: center;"><b>Year 1</b></p> <p style="text-align: center;"><b>CHRISTIAN VALUE - Service</b></p>	<p><b>Art and Design - Painting</b></p> <p><i>Unit outcomes</i></p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>✓ Name the primary colours.</li> <li>✓ Explore coloured materials to mix secondary colours.</li> <li>✓ Mix primary colours to make secondary colours.</li> <li>✓ Apply paint consistently to their printing materials to achieve a print.</li> <li>✓ Use a range of colours when printing.</li> </ul>																					
<p><b>RE - Baptism. Why is Baptism special?</b></p> <ul style="list-style-type: none"> <li>• What does it mean to 'belong'?</li> <li>• What is baptism? Why are some people baptised?</li> <li>• Why is baptism special?</li> <li>• What is a promise? Where is it kept? How is it kept?</li> <li>• What makes a person feel they are part of God's family?</li> <li>• How do people of faith welcome new babies?</li> <li>• How do people of faith welcome new members?</li> <li>• Why are names important?</li> </ul>	<p><b>PE - Dance and Athletics</b></p> <p>To demonstrate jumping as far as possible and landing safely with control</p> <p>To show a hopping skill with rhythm</p> <p>To link movements to show different character of a variety of different toys.</p> <p>To link travel, turns and stillness within a sequence.</p> <p>To work in a group to create a sequence.</p>	<p><b>Geography - Local area</b></p> <p>Use large scale maps and aerial photos of the school and local area.</p> <p>Recognise simple features on maps e.g. buildings, roads and fields.</p> <p>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds.</p> <p>Follow a route on a map starting with a picture map of the school.</p> <p>Use and construct basic symbols in a map key.</p>																					
<p><b>Maths - Place value within 50, Position and Direction</b></p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p><b>Step 1</b> Count from 20 to 50</p> <p><b>Step 2</b> 20, 30, 40 and 50</p> <p><b>Step 3</b> Count by making groups of tens</p> <p><b>Step 4</b> Groups of tens and ones</p> <p><b>Step 5</b> Partition into tens and ones</p> <p><b>Step 6</b> The number line to 50</p> <p><b>Step 7</b> Estimate on a number line to 50</p> <p><b>Step 8</b> 1 more, 1 less</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p><b>Step 1</b> Describe turns</p> <p><b>Step 2</b> Describe position - left and right</p> <p><b>Step 3</b> Describe position - forwards and backwards</p> <p><b>Step 4</b> Describe position - above and below</p> <p><b>Step 5</b> Ordinal numbers</p> </div>	<p><b>Phonics - phonics screening check</b></p> <p>Year 1 Summer 1</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f1c40f;"> <th style="width: 10%;"></th> <th style="width: 50%;">Review Phase 5 GPCs for phonics screening check</th> <th style="width: 40%;">No new tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>ay play a-e shake ea each e he</td> <td></td> </tr> <tr> <td>Week 2</td> <td>ie pie i-e time o go o-e home</td> <td></td> </tr> <tr> <td>Week 3</td> <td>ue blue rescue ew chew new u-e rude cute aw claw</td> <td></td> </tr> <tr> <td>Week 4</td> <td>ea head ir bird ou cloud oy toy</td> <td></td> </tr> <tr> <td>Week 5</td> <td>i tiger a paper ow snow u unicorn</td> <td></td> </tr> <tr> <td>Week 6</td> <td>ph phone wh wheel ie shield g giant</td> <td></td> </tr> </tbody> </table>		Review Phase 5 GPCs for phonics screening check	No new tricky words	Week 1	ay play a-e shake ea each e he		Week 2	ie pie i-e time o go o-e home		Week 3	ue blue rescue ew chew new u-e rude cute aw claw		Week 4	ea head ir bird ou cloud oy toy		Week 5	i tiger a paper ow snow u unicorn		Week 6	ph phone wh wheel ie shield g giant		<p><b>English - Non-Fiction: Information Leaflet</b></p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p><b>Key Learning Reading</b></p> <ul style="list-style-type: none"> <li>• Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>• Recall specific information in non-fiction texts.</li> <li>• Read aloud books closely matched to their developing phonic knowledge.</li> <li>• Activate prior knowledge e.g. <i>what do you know about camping/the park/our school grounds etc?</i></li> <li>• Demonstrate understanding of texts by answering questions related to who, what, where, when and why.</li> <li>• Explain clearly their understanding of what is read to them.</li> <li>• Listen to what others say.</li> <li>• Take turns during discussion.</li> </ul> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p><b>Key Learning Writing</b></p> <ul style="list-style-type: none"> <li>• Write simple sentences that can be read by themselves and others.</li> <li>• Use punctuation to demarcate simple sentences (capital letters and full stops)</li> <li>• Re-read every sentence to check it makes sense.</li> <li>• Extend range of joining words to link words and clauses e.g. <i>and, but, or, because</i></li> <li>• Identify and use question marks and exclamation marks.</li> <li>• Write in different forms with simple text type features e.g. <i>information texts</i></li> <li>• Compose and sequence their own sentences to write short non-fiction texts.</li> <li>• Discuss their writing with adults and peers.</li> <li>• Read aloud their writing to adults and peers.</li> </ul> </div>
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