



Science - Plants

*Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

*Identify and describe the basic structure of a variety of common flowering plants, including trees

Computing - Programming Animations

*Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions

*Create and debug simple programs

*Use logical reasoning to predict the behaviour of simple programs


DT - Cooking & Nutrition-Smoothies

- ✓ Describe fruits and vegetables and explain how to identify fruits.
- ✓ Name a range of places that fruits and vegetables grow.
- ✓ Describe basic characteristics of fruit and vegetables.
- ✓ Prepare fruits and vegetables to make a smoothie.

PE

To kick objects with increased accuracy.
To receive a kick with control.
To intercept a ball.

RE - Creation

 **QUESTFUL RE - OUTCOMES AND EXPECTATIONS UNIT 1.2 GOD AND CREATION**

By the end of this unit pupils will know that:

- Christians, Muslims, and Hindus believe that God created the world.
- the creation stories are at the very beginning of the Bible and be able to recall details briefly.
- ▲ Christians, Muslims, and Hindus believe that people should be taking care of our world.
- ▲ Christians, Muslims, and Hindus believe that in creation we can see the power and wonder of God.

By the end of this unit pupils are expected to be able to:

- talk about what they find amazing, interesting or puzzling in creation.
- ▲ understand that they are creative beings and enjoy their creative skills.

CURRICULUM OVERVIEW

TERM
Summer 2

Year 1

CHRISTIAN VALUE-TRUTHFULNESS

History- Toys and Transport

- What is transport?
- Enquiry - What is different and what is the same?
- How and why has transport changed?
- What was transport like when your Grandparents / Parents were young?
- What was our playground like in the past?
- What games did children play in school playgrounds in the past?
- Did children use playground equipment like us a long time ago?

Phonics -

Year 1 Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/a/ eigh tigh ey ea eight straight grey break /k/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /f/ dge bridge /l/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

Maths - multiplication and Division

Step 1	Count in 2s
Step 2	Count in 10s
Step 3	Count in 5s
Step 4	Recognise equal groups
Step 5	Add equal groups
Step 6	Make arrays
Step 7	Make doubles
Step 8	Make equal groups - grouping
Step 9	γγος εδνωθ δλονβε - ζυαυαδ

English - Robots

Key Learning	
Unit	Stories with Fantasy Settings
Outcomes Possible	A fantasy story featuring their own robot model as the central character.
Duration	2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Read words containing -s, -es, -ing, -ed, -er, -est endings. Read more challenging texts using phonics and common exception word recognition. Develop fluency, accuracy and confidence by re-reading books. Listen to and discuss a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. Orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling. Make predictions based on what has been read so far. Make basic inferences about what is being said and done.
Key Learning Writing	<ul style="list-style-type: none"> Orally compose every sentence before writing. Say and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with spaces. Use punctuation to demarcate simple sentences (capital letters and full stops). Use capital letters for names of people, places and days of the week. Identify and use question marks and exclamation marks. Extend range of joining words to link words and clauses using but and or. Re-read every sentence to check it makes sense. Make singular nouns plural using 's e.g. dog, dogs; (revision from previous unit) and '-er', e.g. wish, wishes. Sequence ideas and events in narrative. Use formulaic phrases to open and close texts. Use familiar plots for structuring the opening, middle and end of their stories. Read about their writing audibly to adults and peers.



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"Let us love, not in word, but in truth and action." (1 John 3:18)