**Year 1 Curriculum map: Summer 1**

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| Plants and Toys. |
| English | * To read and spell words from phase 5. * Add the prefix un to words. * Read words with contractions – I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter(s). * To use s and es as the plural marker for nouns and the third person singular marker for verbs. * To read and write fantasy world stories. * To sequencing sentences to form short narratives * To use words such as and or because to join sentences together. |
| Maths | * Say the number that is 1 more or less than any given number, and 10 more or less for multiples of 10 * Read and write numerals from 0 to 100, then beyond; use knowledge of place value to position these numbers on a number track and number line * Compare and order numbers to 100 and beyond, using the related vocabulary; use the equals (=) sign * Visualise and name common 2d shapes and 3d solids and describe their features. Use them to make patterns pictures and models. * To shade halves and quarters in shapes * Recognise that addition can be done in any order, Use practical and informal methods to support the addition of a one digit number to a multiple of ten to a one digit or two digit number. * Derive and recall all pairs of numbers and addition facts with a total of 20, work out the corresponding subtraction facts * Use vocabulary related to time; order days of the week and months; read the time to the hour and half hour, quarter past and quarter to. |
| Science | * To name and identify common garden plants and trees. * To know the name a variety of deciduous and evergreen trees. * To know that flowers provide food for certain insects. * To identify and name common wild flowers. * To grow cress seeds. * To know what seeds need to grow. * To know which part of the plant the fruit or vegetable grows. * To label parts of a plant. * To know the job of the roots and the stem. * To write about how their plant has grown * To know that plants need certain things to grow. * To make careful observations of plants. * To identify the name of different materials. * To describe different objects including toys. * To sort toys according to their properties. * To choose the most suitable material for different toys. * To understand that some materials are magnetic but some are not. * To predict the most suitable material for an umbrella. * To understand what is meant by a fair test. |
| P.E | Games:   * To learn how to field. * To play team games. * To learn how to play the game rounders. * To play team games.   Dance:   * To create movements in response to stimuli and music. * To create movements to sound like different toys. * To learn a toy dance. |
| History | * To use everyday words and phrases to describe an artifact. * To be able to describe changes in children’s own toys. * To distinguish whether toys are old or new. * To sort toys into old and new noting similarities and differences. * To start to understand chronological order. * To look at differences between our toys and our grandparents toys |
| Geography | None this term. |
| R.E | * To use everyday words and phrases to describe an artifact. * To be able to describe changes in children’s own toys. * To distinguish whether toys are old or new. * To sort toys into old and new noting similarities and differences. * To start to understand chronological order. |
| Music | * To sing songs at differing tempos and different dynamics. * To describe the tempo of a piece of music * To change the tempo and dynamics of a song. * To learn a song about toys. * To select appropriate instruments to sound like toys. * To create a visual score to represent their toy composition music. |
| P.S.H.E | * To understand what bullying is. * To talk about how it feels when someone is bullied. * To understand that there are different sorts of bullying. * To think of ways to stop bullying. * To create a poster to explain how we can stop bullying. |
| Art | * To describe different materials. * To investigate different ways to use fabrics/papers. * To learn how fabrics are woven together and to weave paper and fabric on to a paper frame. * To create a weaving picture in the style of Sharon Porteous. |
| Design and Technology | * To name a variety of fruit and vegetables. * To know why it’s important to eat fruit and vegetables. * To know the different parts of fruit and vegetables. * To taste different fruits and talk about likes and dislikes. * To design a fruit salad for their partner. * To evaluate the look, taste of their fruit salad. |
| Computing | * To understand that they can programme a simple sequence of commands into a programmable robot or toy to send it on a route. * To follow instructions to get a robot to a certain part of the grid. |