**Year 1 Curriculum map: Summer 1**

|  |
| --- |
| 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.
 |