Winton Primary School

Year 1 - Summer Curriculum Overview

Key Learning	
Reading 	Our texts in Talk for Reading will be: 'On the Way Home' by Jill Murphy where we will be exploring prediction, inference, vocabulary, and learning how to retrieve details from a text. 'Burglar Bill' by Janet & Allan Ahlberg where we will be exploring the themes of characterisation. We will also be reading a range of books from our Year One reading and poetry spines at the end of every day.
Writing 	Our stimulus' in writing will be 'The Island of Struay' and 'Peace at Last' This term, we will be focusing on writing and sequencing sentences and ensuring correct use of capital letters, finger spaces and full stops. We will be continuing to include adjectives and conjunctions in the sentences we write.
Maths 	**In maths, we will be learning:** **Addition and Subtraction with Mass** • Compare, describe, and solve practical problems for mass or weight (e.g. heavy/light, heavier than/lighter than). • Measure and begin to record mass/weight. **Multiplication and Division** • Count in multiples of twos, fives, and tens. • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays, with the support of the teacher. • Recognise, find, and name a half as one of two equal parts of an object, shape or quantity. **Geometry** • Recognise and name 2-D and 3-D shapes including: ▪ 2-D shapes (e.g. rectangles (including squares), circles and triangles). ▪ 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres) • Describe position, directions, and movements, including half, quarter, and three-quarter turns. **Number and Place Value: Addition and Subtraction** • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations, including the number-line, and use the language of: equal to, more than, less than (fewer), most, least. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20.

	• Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9 • Fractions with multiplication and division. **Measurement: Capacity and Volume** • Compare, describe, and solve practical problems for capacity/volume and mass or weight. • Measure and begin to record capacity and volume and mass/weight. **Measurement: Time** • Compare, describe, and solve practical problems for time (quicker, slower, earlier, later). • Measure and begin to record time (hours, minutes, seconds). • Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon, and evening. • Recognise and use language related to dates, including days of the week, weeks, months, and years. • Tell the time to the hour and half past the hour and draw hands on a clock face to show these times.

	Key Learning
Science 	**To understand evolution and inheritance** How do humans resemble their parents?  **To investigate materials** How can we use the properties of materials to decide what they are best used for? **To investigate living things** How can we find out where living things live, what they need, and how they depend on each other for food?
History	**The Great Fire of London -** How and why did the Great Fire of London change the city and the lives of its people? **Jethro Tull -** How did Jethro Tull's invention help to revolutionise farming? **Benjamin Ferrey -** How did Benjamin Ferrey help shape Victorian Bournemouth into a successful seaside resort?
Geography  	**Fieldwork -** the children will be walking around the local area to identify the human and physical features. **Australia: Sydney -** In what ways is Sydney different to London? **Oceans -** How would you describe the location of the Pacific Ocean?  **Climate -** How does 'climate' differ from 'weather'? **Weather -** How would you describe what weather actually is?
Art 	**Weather -** How do artists show different moods and weather in their paintings?  <u>Artist spotlight:</u> **JMW Turner**

	Ancient Art - How did ancient artists use simple tools and materials to create art? Artist spotlight: **The Mesopotamians**
Design and Technology 	**Slider mechanism –** To make a slider card. **Seasonal foods –** To make food using produce that is in season.

PE 	**Music** 	**Computing** 
Jumping, throwing and running techniques in Athletics. Invasion games: Handball. Striking and fielding games including rounders and cricket and tennis.	Singing songs and following the pitch with movements and actions. Using the glockenspiels to play short melodic patterns.	Program animations using Scratch Junior.

RE 	**PSHE** 
 **Religion** – **Islam:** Why is the Qur'an important to Muslims? **Religion** – **Sanatana Dharma**: What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali.	Relationship Changing me

Landing	**Real World Outcome**
The children will be making cards using their DT skills. These will be for the new Reception children to welcome them to their new school. Parents are welcome to attend this session. Further details to follow. 	A local chef is going to be tasting and critiquing our seasonal food. 
Home Learning	**Key Dates**
Could you design a house from the time of 'The Great Fire of London?' Think about the materials it was made from which contributed to the spread of the fire. You could draw, make it out of Lego, or even construct one out of cardboard.  **Due in: Monday 18th May**	13th April – Geography Fieldwork Walk WC 8th June - Phonics Screening WC 13th July – Parent workshops 13th July - 1IN - 9:00-10:00 and 1NA - 2:00-3:00 15th July - 1NB - 9:00-10:00 and 1RD - 2:00-3:00

Drivers Key:		
Enquiry: We frame learning around questions. We promote curiosity and higher-order thinking. 	**Aspiration**: We encourage pupils to aim high and believe in their abilities. We introduce role models to broaden horizons and inspire ambition. 	**Community**: We foster a sense of identity and belonging. We build strong links with local geography, history, and people.