

# Year 1 - Summer Term Curriculum Plan

## Australia, Seasons & Weather

This plan is to give you an insight into the topics your child will be covering this term- it's not intended as extra homework, just a prompt for some discussions you might want to have at home.



### English



#### We will be reading and retelling the following stories:

- The Three Little Pigs
- The True Story of the Three Little Pigs
- Slug Needs a Hug
- Max the Brave

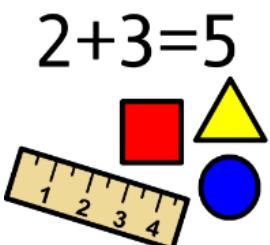
#### Within these texts, we will be focusing on the following areas:

- Giving an opinion about books.
- Responding to characters in role.
- Recalling and ordering the main events of a story.
- To record information learnt from non-fiction texts.
- To explain our understanding of what we read.

#### In our writing sessions we will be:

- Writing sentences with capital letters, finger spaces and full stops with a particular focus on capital letters for people, places, days of the week and 'I'.
- Joining sentences together to write a story.
- Joining sentences using conjunctions including; *and, because*.
- Identifying simple structures in a text e.g. Repeated phrases.
- Reading words that end in *-s, -es -ing, -ed, -er, -est*.
- Spelling common exception words.

### Maths



- To use number bonds and subtraction facts within 20.

- To count, read and write numbers to 100 in numerals and words.

- To count in multiples of twos, fives and tens.

- To explore place value in numbers to 100

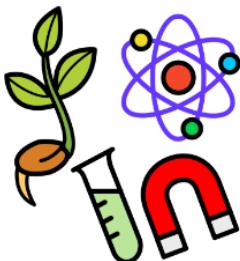
- To understand fractions as equal parts of a whole

- To understand position and direction and describe turns e.g. quarter turn left.

A helpful and fun website that will cover many of the above categories:  
<http://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=2>

[www.ICTgames.com](http://www.ICTgames.com)

### Science



#### Plants

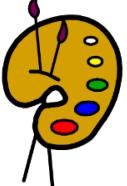
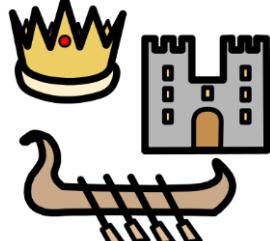
- To name a variety of trees and plants they see regularly.
- To describe key features of the trees and plants.
- To understand deciduous and evergreen plants.

#### Seasonal changes

- To name the four seasons and identify when in the year they occur.
- To observe and describe weather associated with the seasons and how the length of day varies.

### Personal, Social,

- To recognise online risks.

<b>Health, Economic Education</b> 	<ul style="list-style-type: none"> <li>• To know how to keep safe online.</li> <li>• To know how to stay away from adults we don't know.</li> <li>• To recognise reliable information.</li> </ul>
<b>Computing</b> 	<ul style="list-style-type: none"> <li>• To enter text using a keyboard.</li> <li>• To use backspace to remove text.</li> <li>• To use basic tools on the toolbar e.g. bold, italic and underline.</li> <li>• To change the presentation of text e.g. font and colour.</li> </ul>
<b>Art</b> 	<ul style="list-style-type: none"> <li>• Try different materials to design and make products.</li> <li>• Make structures by joining simple objects together.</li> <li>• Sort, cut and shape fabrics and experimenting joining them together.</li> </ul>
<b>Design Technology</b> 	<ul style="list-style-type: none"> <li>• To explore cutting, shaping, joining and finishing techniques.</li> <li>• To evaluate our product.</li> </ul>
<b>History/Geography</b>  	<ul style="list-style-type: none"> <li>• To learn about the lives of a significant individual in the past.</li> <li>• To understand geographical similarities and differences between two countries.</li> </ul>

<b>Physical Education</b> 	<ul style="list-style-type: none"> <li>• To develop basic coordination skills.</li> <li>• To move in a range of different ways.</li> <li>• To play a variety of team games.</li> </ul>
<b>Music</b> 	<ul style="list-style-type: none"> <li>• Understand that dynamics describe how loud or quiet the music is.</li> <li>• Discuss feelings and emotions linked to different pieces of music.</li> <li>• Understand that tempo describes how fast or slow the music is.</li> </ul>
<b>Modern Foreign Languages</b> 	<b>French</b> <ul style="list-style-type: none"> <li>• To learn a simple French song.</li> </ul>