Berkswell Church of England Primary School Curriculum Overview
Year 1 Summer Term – India

English

Summer Term 1 – Cumulative Stories: T4W Narrative - Gobble You Up
Writing End Point for Unit of Work:
Composition:
Text Structure:
To demonstrate the skills & processes essential to writing by thinking aloud as they collect ideas, sequence them, draft and edit to check that the writing makes sense.

Summer Term 2 – Instructions: T4W Instructions – A tropical fruit salad.
Writing End Points for Unit of Work
Composition:
Text Structure:

- To re-read what has been written to check that it makes sense and make simple changes where appropriate.

Summer Term 2: Poetry and Word Play
This Poetry and Word Play unit encourages pupils to listen to, read and respond to rhythms, rhymes and patterns. They will be encouraged to join in and enjoy playing with words and language.
Curricular aims of this unit:

- To listen to and join in with a range of poems, identifying rhythm and rhyme.
- To recite some rhymes by heart for performance.
- To enhance spoken language through developing enunciation skills and acquiring new and unusual vocabulary.
- To explore structures and patterns and identify key information.
- To watch/listen to poets reading and reciting their own work. Comment on likes/dislikes of how poetry is presented.
- To read a variety of rhymes and poems in shared, guided and independent reading. Explore similarities and differences.

To use reading as basis for writing own rhymes and poems.

BREAK
Flat Stanley by Jeff Brown
VIPERS skills: Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

The following will be taught and consolidated throughout the summer term:

Phonics and Spelling

- To spell words containing each of the 40+ phonemes already taught.
- To use the suffixes ing and ed correctly.
- To use the suffixes er and est correctly.
- How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)
- Spell common exception words
- Spell days of the week
- Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught.
- Compound words and words with unstressed vowel
- Words with the 'tch' trigraph
- Words with the split digraph 'a-e'
- Words with the split digraph 'e-e'
- Words with the split digraph 'i-e'
- Words with the split digraph 'o-e'
- Words with the split digraph 'u-e'
- Words with the digraph 'ar'
- Words where the digraph 'er' is stressed and words where the digraph 'er' is unstressed
- Words where the digraph 'ou' makes an /ow/ sound
- Words where the digraph 'ow' makes an /ow/ sound
- Words where the digraphs 'aw' and 'au' make an /or/sound
- Words where the trigraphs 'ear', 'ere' and 'are' make an /air/ sound
- Words where the grapheme 'ch' makes a k or a 'sh'

Grammar and Punctuation

Punctuation:

- To use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Sentence Construction:

- To extend sentences by joining clauses with 'and', 'but' and 'so'.
- To use subordinating conjunctions such as because to introduce a subordinate clause

Grammar:

- To understand and use the term 'adjective' and use to describe a noun.
- To begin to use noun phrases

Maths

Number and place value

- Count forwards and backwards to 100.
- Start counting from any given number.
- Count in 2s, 5s and 10s.
- Compare and order numbers within 100.
- Use number lines to represent numbers.
- Solve simple place value problems.
- Apply one more and one less to larger numbers.

Mastering Number – NCETM

- Explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20.
- Connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15.
- Compare numbers within 20.
- Understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction).

Addition and subtraction

- Recall number-bonds to 20.
- Add one-digit and two-digit numbers within 20.
- Subtract one-digit numbers from numbers within 20.
- Apply addition and subtraction in practical contexts.
- Solve one-step word problems.
- Solve missing number problems independently.
- Explain methods using mathematical vocabulary.
- Check answers using practical resources and number facts.
-

Multiplication and division

- Use arrays to represent multiplication.
- Understand × as groups of.
- Understand ÷ as sharing and grouping.
- Solve simple multiplication problems.
- Solve simple division problems.
- Double and halve numbers confidently.
- Apply counting patterns of 2, 5 and 10.
- Solve one-step multiplication and division problems with support.

Fractions

- Recognise one-quarter of objects.
- Find one-quarter of quantities.
- Solve simple practical fraction problems.
  Explain why parts are equal.

Measures

- Measure length and height.
- Measure mass and weight.
- Measure capacity and volume.
- Record measurements.
- Solve practical comparison problems.
- Use vocabulary including longer, shorter, heavier, lighter, more and less.
- Recognise notes.
- Solve practical money problems.
- Compare amounts of money.
- Tell the time to the hour.
- Tell the time to half past.
- Draw hands on a clock face.
- Compare durations of time e.g. seconds and minutes in relation to quicker and slower.
- Measure and record simple times.
- Solve simple time problems.

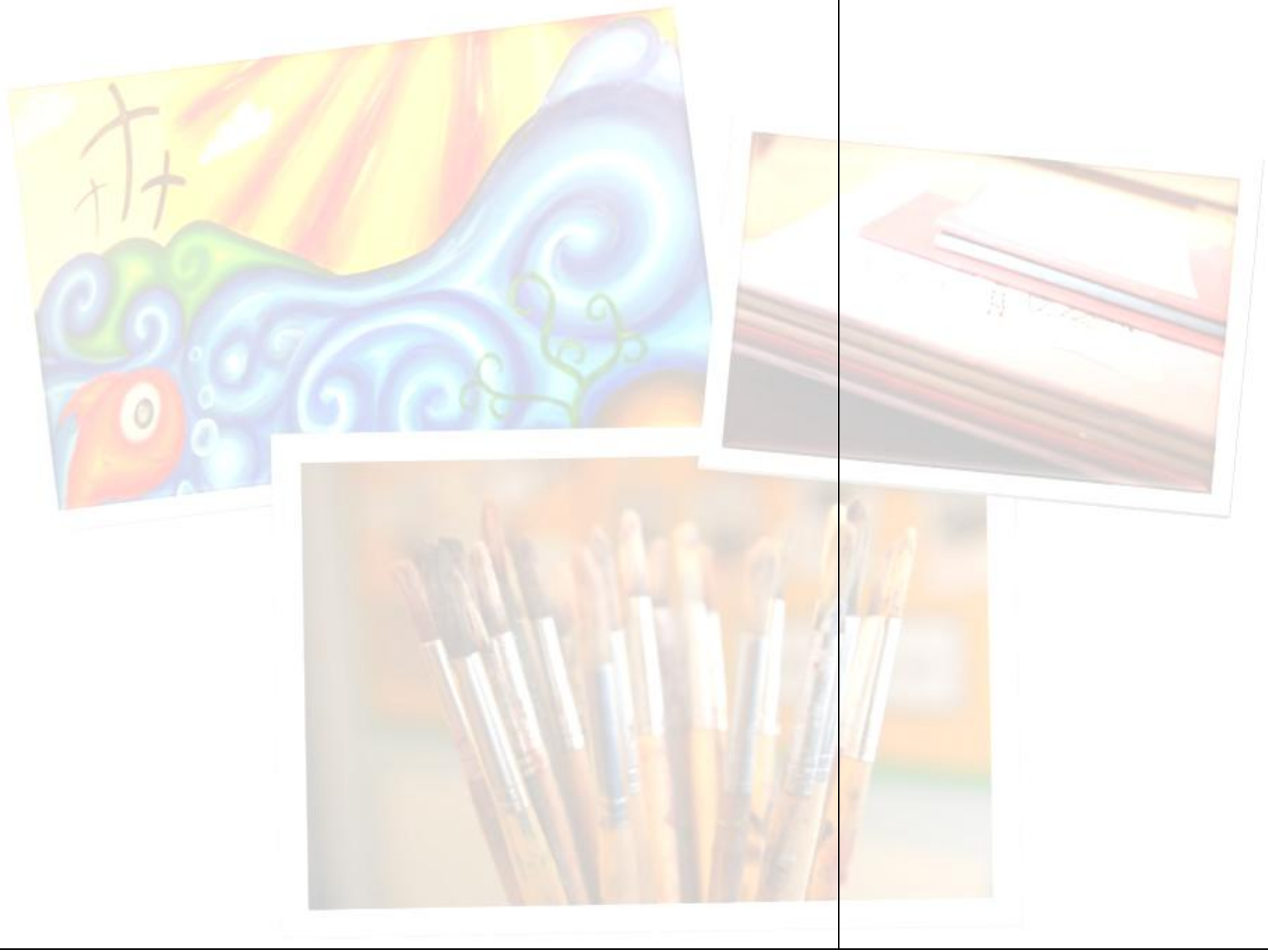
Geometry

- Compare 2D shapes.
- Compare 3D shapes.
- Sort shapes using different criteria.
- Explain similarities and differences between shapes.
- Describe whole turns.
- Describe half turns.
- Describe quarter turns.
- Describe three-quarter turns.
- Follow and give simple routes and directions.

Statistics (taught across the curriculum)

- Interpret simple pictograms.
- Contribute to class pictograms.
- Use Venn and Carroll diagrams.
- Answer simple questions about sorted data.
- Compare quantities represented in charts.

.



Science

Unit 1: Our Environment
This unit is taught across the whole year with a minimum of two lessons in each season. Pupils study the same natural area during the course of the year, looking at how the area as a whole changes and at how individual aspects such as a single tree change during the different seasons. They use their senses to observe the area and find common animals and plants within the area. They learn how to show respect for the area and for the living things in it.

Key Concepts
1. The environment changes with the seasons.
2. Some animals and plants die off or hibernate for part of the year

Unit 4 Plants
In this unit pupils learn the names of some common native flowering plants and trees. They plant bulbs and/or seeds and observe their growth over a period of weeks. They go outside to study flowers and trees in wild and cultivated areas, making sketches and notes.

Key Concepts
1. That plants grow from seeds and bulbs
2. That all flowering plants share a basic structure consisting of roots, stem, leaves and flowers.
3. That all trees also have a basic structure consisting of roots, trunk, branches and leaves.

Unit 5 The Weather
In this unit pupils study different types of weather through making and using a weather station and looking at the weather around the World. They study different aspects of the weather and learn how different weather is associated with different seasons. They give different weather forecasts for different times of the year.

Key Concepts
1. We experience different types of weather in the UK and some kinds of weather are associated with different seasons of the year
2. We can measure and observe the weather
3. It is dangerous to look at the Sun and to play in the Sun without protection

Computing

Being safe in a digital world
Children will learn the fundamentals of staying safe online. They will explore this through the themes of self-image and identity, online relationships, online reputation and online bullying.

Creating and Following Instructions
This unit forms the basis for understanding simple algorithms and algorithmic thinking. This is facilitated though unplugged activities before moving to sequencing activities on digital devices. This is a foundational unit, introducing the basis of logical thinking in preparation for coding.

Coding
This unit introduces children to coding using the block coding tool, 2Code. Children will explore simple instructions and relate this to code blocks. By the end of this unit, children will be able to make a simple program.

Making Beats
This unit introduces digital music. Children will use the tools 2Explore and 2Beat to make their own digital music.

Geography

An Indian Adventure
Pupils will begin by revising the 7 continents of the world and they will then look at where India is in comparison to The UK. Pupils will be immersed in India, looking at the cities, nature, people, animals and climate that make up this great country. They will finish by comparing the city of London to the city of Delhi and their own village Berkswell to the village Bir looking for similarities and differences between the locations.

French

Pupils will be introduced to basic French phrases and key vocabulary through the use of songs and games.

Music

Your Imagination

In this unit, all the learning is focused around one song: Your Imagination. After listening and appraising a range of songs about using your imagination pupils will delve into the song Your Imagination in more detail. They will explore this through musical games and musical activities leading to a performance of the song.

Reflect, Rewind and Replay

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Art

Mandala Art

Pupils will explore this traditional Indian art-form. They will begin by looking at a range of Mandala Artwork and pay particular attention to the patterns within it.
They will then explore weaving and create Mandala Artwork using the technique of weaving different coloured threads.
They will finish by looking at the painting Tiger In a Tropical Storm by Henri Rousseau and will create a final piece using collage that combines Mandala patterned backgrounds with an Indian Animal of their choice.

Design and Technology

A Tropical Fruit Salad

Pupils will learn about the importance of healthy eating and the fruits of India. The project will culminate in the children producing a Fruit Salad. Pupils will meet the following objectives in this topic:
-How to name and sort food into the five groups on the Eatwell plate.
-That everyone should eat at least 5 portions of fruit and vegetables every day.
-How to prepare simple dishes simply and hygienically, without a heat source.
-How to use techniques such as cutting, peeling and grating.

Physical Education

Kwik Cricket

- Rolling and stopping a ball with one/two hands
- Throw and catch a ball with some control
- Bowl underarm towards a target
- Hit a ball off a tee using various bats
- Play a modified game hitting off a tee

OAA

- Begin to work with a partner to meet a challenge
- Use communication to guide your partner through a course when blindfolded
- Begin to travel in different directions under instruction, to locate treasure with a partner
- Identify ways of travelling to include hopping, jumping and leaping, whilst using co-ordinates to make maps
- Work as part of a team to match animals to their matching cards
- Continue to develop team skills while attempting to complete a task

Rugby

- Play a simple game of tag and begin to call 'tag' when taking a bib or belt
- Hold the ball with two hands
- Hand over the Rugby ball sideways
- Attempt to get past a defender 1v1
- Scoring a try in a modified drill using correct technique- using 2 hands to place ball down
- Small-sided adapted games. Begin to develop tactics for attacking and defending

Religious Education

Layover unit: (Jewish worldviews)

In this unit pupils will learn about the core beliefs of the Jewish Worldview. They will begin be exploring what G-d is like for people with a Jewish worldview. They will then discover why festivals, gathering together and key religious objects are all important for people with a Jewish Worldview. They will focus on the festival of Chanukah.

K1.3 How do people with similar worldviews share and celebrate their beliefs?

In this unit pupils will begin by exploring what the word religion means. They will then explore how different rites of passage are celebrated within different worldviews with a particular focus on a naming ceremony. They will then explore worship and discover how different people worship in different ways.

PSD- The Jigsaw Approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

Pupils will cover two themes (puzzles) this term:

<u>Relationships</u>

This theme (puzzle) looks at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this puzzle is about safeguarding and keeping children safe, linking to cyber safety, how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families and look at stereotypes

<u>Changing me</u>

Children think about looking ahead and moving into a new year group. During this puzzle the relationship and sex education (RSE) aspect of the curriculum is taught and children name the main body parts, focusing on the difference between male and females and look at the key stages of a human life-span.

	Athletics In this unit pupils will develop their athletics skills. They will develop their running skills, work on their throwing skills and learn to jump a distance. They will use their skills co-operatively to compete in a team in various running games turns and prepare for Sports Day.	

