



Alice Ingham RC Primary School

Year 1 – Curriculum Overview - Summer Term

	Summer: Half Term 1				Half Term	Summer: Half Term 2		
Religion	Other Faiths		Pentecost: Serving			Reconciliation: Being Sorry		Universal Church: Neighbours
English	Poetry – Poems from other cultures				Poetry – Performance			
	Fiction		Non-Fiction		Fiction		Non-Fiction	
	Model Text The Disgusting Sandwich (shortened)		Model Text How to make a sandwich		Model Text Peace at Last		Model Text Recount of a simple journey	
	Genre Funny Story		Genre Instructions		Genre Wishing Tale		Genre Recount	
Toolkit Description		Toolkit Instructions		Toolkit Settings		Toolkit Time Words		
Writing outcome Innovated disgusting XX		Writing outcome How to make a fruit kebab		Writing outcome Innovation		Writing outcome Recount of a journey around school		
Cross curricular writing Recounts				Cross curricular writing Instructions				
Maths	Multiplication	Division	Halves and Quarters	Position and Direction	Numbers to 100	Time	Money	
	<ul style="list-style-type: none"> 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 recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 				<ul style="list-style-type: none"> count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens 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 represent and use number bonds and related subtraction facts within 20 			



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	<ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns 		<ul style="list-style-type: none"> Number - number and place value given a number, identify one more and one less recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 count to and across 100, forwards and backwards, beginning with 0 or 1 recognise the place value of each digit in a two-digit number (tens, ones) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times time (hours, minutes, seconds) time [for example, quicker, slower, earlier, later] solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
<p>Science</p>	<p style="text-align: center;">Seasonal Changes</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies 		<p style="text-align: center;">We are Scientists</p> <p>At Alice Ingham, the final Summer term is a term in which we allow children to build upon the skills they have learnt and developed this year and apply them.</p> <p>Children will use their skills through:</p> <ul style="list-style-type: none"> Sports Week, when the children will think about their bodies and the benefits of exercise. Nutrition Week – when the children look at the importance of a healthy and balanced diet Science week – during which the children will be able to take part in a variety of different investigations linking with our Science visitors Space Week – children enjoy a whole week themed around space during which the children will have an opportunity to camp at school



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			<p>so they are able to observe the night sky (NB – this particular week may be held at an alternative time in the school calendar when the equipment is available to us).</p> <ul style="list-style-type: none"> • Science Fair – when the children showcase their science work from the academic year for other classes and parents.
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Geography	The Four Seasons		
	<p>Children will be taught to:</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 		
History			Intrepid Explorers
			<p>Children will be taught about the lives of significant individuals in the past who have contributed to national and international achievements and will compare aspects of life in different periods.</p> <p>To do this, they are going</p> <ul style="list-style-type: none"> • To find out when Christopher Columbus lived and what he was trying to achieve. • To find out about Christopher Columbus’s journey and what he discovered. • To explore the impact of Columbus’s voyages and what he brought back to Europe. • To find out who Neil Armstrong is and why he is remembered today. • To find out about Neil Armstrong’s landing on the moon and the impact this had on the world. • To be able to compare the lives and achievements of Columbus and Armstrong.



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			<ul style="list-style-type: none"> To use what they have learnt about Columbus and Armstrong to evaluate their achievements.
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Art	Andy Goldsworthy		
	<p>Children will be taught to:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing to develop and share their ideas, experiences and imagination to use painting to develop and share their ideas, experiences and imagination to use sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		

Design Technology			Textiles: Puppets
			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Design purposeful, functional, appealing products for themselves or other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]



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			<ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate their ideas and products against design criteria <p><i>Cooking and Nutrition (Fruit and Vegetables)</i></p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.
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Computing	iCommunicate: iSecure		iTech: iInvent
	<p>Children will learn the fundamentals of the internet and digital device safety. They will be introduced to different real-life scenarios and develop different strategies to stay clear of, or to deal with potential situations that could arise when online. Children will be reminded each lesson about the correct procedures to follow and who they can talk to should they have any concerns regarding e-safety.</p> <ul style="list-style-type: none"> Pupils know what e-safety means Pupils know why we use passwords Pupils can name 2 pieces of personal information Pupils know what to do if they encounter a pop up ad 		<p>iInvent focuses on how technology has progressed through the 19th and 21st centuries. This course aims to give children a better understanding of the technology they use every day both at home and in school. They will cover how to use technology safely and responsibly, as well as how to explain their uses to others.</p> <ul style="list-style-type: none"> Pupils can spot visual differences between photos taken today and in the 1800's Pupils know that Morse Code is made from dots and dashes Pupils understand how telephones have evolved since they were first invented Pupils understand that television was originally in black and white, then moved to colour afterwards
Music	Class Jam		Ukelele
	<p>Class Jam, taught across Keystage 1 will build on pupil's musical skills using 5 different instruments: Chime bars, African Drums, Boomwhackers Keyboards and percussion. Pupils will have the opportunity to switch instruments each week, so they are able to feel</p>		<p>During this course, pupils will learn to play the Ukulele. Pupils will learn the correct names of the different parts of the instrument and the notation values of the strings. Pupils will be shown how to correctly hold the instrument, the correct playing technique when plucking and strumming the</p>



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	<p>confident in how to play all the instruments by the end of the course. Pupils on the Chime bars, and keyboards will play simple, 1 part melodies, pupils playing the boomwhackers will accompany them playing chords, and pupils on percussion will play varying rhythms underneath. The course aims to have pupils playing different songs as a class orchestra. This course builds pupil’s confidence in reading and following music as well as learning the important skill of listening to others when playing. These two key skills will help them in all aspects of music throughout their musical education.</p> <ul style="list-style-type: none"> • Pupils know the different instrument types. • Pupils know all the instrument names. • Pupils can play/clap along with simple rhythms or with a song. • Pupils know the proper technique for each instrument. 			<p>strings, and how to hold down the strings correctly on the neck to change the pitch. Keystage 1 pupils will be shown how to play different rhythms and song both as a class and individually. Pupils will also use spend time within the lesson to understand the difference between pitch and rhythm.</p> <ul style="list-style-type: none"> • Pupils know that the Ukulele comes from Hawaii. • Pupils know how to strum a Ukulele correctly. • Pupils understand that pitch means how high or low a musical sound is. • Pupils know that a chord is 3 or more musical notes played at the same time. 	
PE	Throwing / Catching	Core Strength		Active Athletes	Fitness Frenzy
MFL (Spanish)	Family, Stories and Conversation			Cultural Diversity and Revision	
	<p>Pupils will be learning about family and how to introduce members of their family in Spanish whilst having the opportunity to watch Spanish stories and listen to native speakers.</p> <ul style="list-style-type: none"> • Pupils can say half of the family members covered in the unit. • Pupils can answer the question 'do you have any brothers or sisters?' • Pupils can say all the numbers 1-20 with inconsistent accuracy of pronunciation. 			<p>Pupils will also continue to practise numbers and colours whilst revising everything that they have learnt so far this year. They will also learn about the culture of Spain. There will be more games and singing activities to aid learning.</p> <ul style="list-style-type: none"> • Pupils can say one fact about Spain • Pupils can say at least seven multiples of 10 between 0-100 • Pupils can answer familiar questions in full sentences with inconsistent accuracy. 	



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- Pupils can say some of the tens between 20 and 50.

- Pupils can say 6 or 7 of each of the familiar fruits, colours and animals.