

Year 1- Summer  
We aim to begin teaching in this term...

Values and Virtues (Golden Thread):	<ul style="list-style-type: none"> <li>• Learned and wise</li> <li>• Eloquent and truthful</li> <li>• British values</li> </ul>
Catholic Social Teaching	Dignity of work Rights and responsibilities
Book options:	<ul style="list-style-type: none"> <li>• Non- fiction: Mammals, Reptiles, Birds</li> <li>• Rosie's walk</li> <li>• Teddy Bears picnic</li> <li>• Who's Driving by Leo Timmers</li> <li>• William Bee's Wonderful World of Things That Go! by William Bee</li> </ul>

R.E.	<p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• know that Easter celebrates the Resurrection of Jesus from the dead and know the story of the empty tomb – Mutual respect and tolerance for those of different or no faith through respectful participation in lessons about Easter.</li> <li>• explain the symbols on the Easter candle</li> </ul> <p><b>Pentecost</b></p> <ul style="list-style-type: none"> <li>• know the story of Pentecost</li> <li>• identify some symbols associated with the Holy Spirit</li> </ul> <p><b>Sharing Jesus' Life</b></p> <ul style="list-style-type: none"> <li>• recall some stories about Jesus and his disciples- Learned and wise about the life of Jesus through bible stories.</li> <li>• identify some characteristics of discipleship and describe some ways in which Jesus changes or affects people's lives</li> <li>• understand that they belong to the Church through Baptism and this means being part of God's family and a follower of Jesus</li> <li>• describe how they and other members of the Church, follow Jesus and celebrate his life- Eloquent and truthful about their personal experiences of their own faith.</li> </ul>
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**Number: 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.

**Number: Fractions**

- 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.
- Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
- Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

**Geometry: position and direction**

- Describe position, direction and movement, including whole, half, quarter and three quarter turns

**Number: Place Value**

- 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, most, least.

**Measurement: Money**

- Recognise and know the value of different denominations of coins and notes.

**Measurement: Time**

- 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.
- Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]
- Measure and begin to record time (hours, minutes, seconds)

English	<p><b>Reading – Read Write Inc</b></p> <ul style="list-style-type: none"> <li>• Read words by breaking them down into sounds.</li> <li>• Read given letters or groups of letters.</li> <li>• Read unusual words.</li> <li>• Read words ending in –s, -es, -ing, -ed, -er and –est.</li> <li>• Read words that contain missing letters such as I’m, I’ll and we’ll.</li> <li>• Read words contacting alternative sounds</li> <li>• Write words by saying the sound and writing the grapheme.</li> <li>• Hold, verbally repeat and write a simple sentence.</li> <li>• Identify and edit spelling, punctuation and grammatical errors in given sentences.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Understand which letters belong to which handwriting ‘families’ and practise these.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Dictate a sentence correctly before writing it down.</li> <li>• Read aloud own writing</li> <li>• Sequence sentences to form a short narrative.</li> <li>• Discuss what they have written with other pupils or staff.</li> </ul> <p><b>Vocabulary, Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>• Leave finger spaces between their words.</li> <li>• join words and join clauses using and.</li> <li>• Understand how the prefix ‘un’ changes the meaning of verbs and adjectives.</li> <li>• Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</li> </ul>
Science	<ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen tree</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p>V+V- learned about God’s world.</p> <p>V+V- eloquent in describing animals and why God made them.</p> <p>BV- Mutual respect and tolerance for different creatures around the world as God teaches us.</p>

P.E.	<p><b>Athletics</b> Master basic movements including running and jumping by developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>• Consolidate appropriate running technique</li> <li>• Jump with control &amp; balance on landing</li> <li>• Jump whilst travelling</li> </ul> <p><b>Sports Day</b></p> <ul style="list-style-type: none"> <li>• Jump with control &amp; balance on landing</li> <li>• Jump whilst travelling</li> <li>• Throw wards a stationary target</li> <li>• To balance while travelling</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school</li> </ul>

- how to keep safe in the sun and protect skin from sun damage
- about rules and age restrictions that keep us safe
- to recognise risk in simple everyday situations and what action to take to minimise harm
- ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- how to respond safely to adults they don't know
- basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- that sometimes people may behave differently online, including by pretending to be someone they are not
- about knowing there are situations when they should ask for permission and also when their permission should be sought
- what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- about how the internet and digital devices can be used safely to find things out and to communicate with others
- about the role of the internet in everyday life
- that not all information seen online is true
- about ways of sharing feelings; a range of words to describe feelings
- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- to identify the people who love and care for them and what they do to help them feel cared for
- to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- about what rules are, why they are needed, and why different rules are needed for different situations
- about the people who help us to stay physically healthy
- to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- about how to respond if physical contact makes them feel uncomfortable or unsafe
- about knowing there are situations when they should ask for permission and also when their permission should be sought
- basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- about what rules are, why they are needed, and why different rules are needed for different situations
- about what keeping healthy means; different ways to keep healthy
- that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

	<ul style="list-style-type: none"> <li>• about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> <li>• that household products (including medicines) can be harmful if not used correctly</li> <li>• about things that people can put into their body or on their skin; how these can affect how people feel</li> <li>• about the people who help us to stay physically healthy</li> <li>• about the people whose job it is to help keep us safe</li> <li>• about what to do if there is an accident and someone is hurt</li> <li>• how to get help in an emergency (how to dial 999 and what to say)</li> <li>• how people and other living things have different needs; about the responsibilities of caring for them</li> <li>• about the different roles and responsibilities people have in their community</li> <li>• about what is kind and unkind behaviour, and how this can affect others</li> <li>• about the different groups they belong to</li> <li>• about what is kind and unkind behaviour, and how this can affect others</li> <li>• about how to treat themselves and others with respect; how to be polite and courteous</li> <li>• to recognise the ways in which they are the same and different to others</li> <li>• how people and other living things have different needs; about the responsibilities of caring for them</li> <li>• about the different groups they belong to</li> <li>• about the different roles and responsibilities people have in their community</li> <li>• to recognise the ways they are the same as, and different to, other people</li> <li>• about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>• about how to recognise when they or someone else feels lonely and what to do</li> <li>• about what is kind and unkind behaviour, and how this can affect others</li> <li>• about how to treat themselves and others with respect; how to be polite and courteous</li> <li>• how to listen to other people and play and work cooperatively</li> <li>• about things they can do to help look after their environment</li> <li>• about the different roles and responsibilities people have in their community</li> <li>• to recognise the ways they are the same as, and different to, other people</li> <li>• about some of the strengths and interests someone might need to do different jobs</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">French</p>	<ul style="list-style-type: none"> <li>• Appreciate and actively participate in traditional short stories and fairy tales</li> <li>• Learn to repeat and reproduce the language I hear with accurate pronunciation</li> <li>• Be able to identify written versions of the words I hear</li> <li>• Consolidate letter formation skills by copying words in the foreign language from a model</li> <li>• Start to understand that foreign languages can have different structures to English</li> </ul>

Topic The animal kingdom				
Local links:		<ul style="list-style-type: none"> <li>• The sea life centre</li> <li>• The Safari Park</li> <li>• Sandwell Valley</li> <li>• Canals</li> <li>• Titanic anchor manufacture</li> </ul>		
Planning resources:		<ul style="list-style-type: none"> <li>• At the farm</li> <li>• Teddy Bears picnic- farm grown food</li> <li>• <a href="https://visitmyfarm.org/preparing-for-your-farm-visit/291-farmactivitiesforks1history">https://visitmyfarm.org/preparing-for-your-farm-visit/291-farmactivitiesforks1history</a></li> </ul>		
Subj	Learning Aims			
Hist	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	“WOW” Experience Ideas

<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>BV- Mutual respect for farming culture. Just like God teaches us to love our neighbour.</p> <p>V+V- eloquent in comparing life differences. We are taught that differences are what make us special.</p>	<ul style="list-style-type: none"> <li>• To know the different ways travel and transport has changed (inc. animal)</li> <li>• To discover how cars have changed</li> <li>• To find out about George Stephenson's inventions</li> <li>• To understand how trains changed people's lives</li> <li>• To finds out about the history of air travel</li> <li>• To explore how change in transport has changed national life</li> </ul>	<p>Carriage electric cars motor petrol railway steam engine transport travel.</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>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.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>V+V- wise about the world around them.</p> <p>V+V- eloquent in expressing their views</p> <p>BV- individual liberty- everyone has the right to choose their career path.</p>	<ul style="list-style-type: none"> <li>• Can I identify the features of a farm and explain why they are important?</li> <li>• Do I know how seasons affect farms?</li> <li>• Can I compare town and country farms?</li> <li>• Can I recognise human and physical features of a farm through looking at an aerial picture?</li> <li>• Can I use a map to navigate around a farm using simple compass directions?</li> <li>• Can I design my own map of a farm using directional and locational language?</li> </ul>	<ul style="list-style-type: none"> <li>• Farm</li> <li>• Meat</li> <li>• Vegetables</li> <li>• Tractor</li> <li>• Urban</li> <li>• Rural</li> <li>• Plants</li> <li>• crops</li> </ul>	<p>Have a go at planting our own vegetables in Year 1 plant box.</p> <p>Hatch our own chicks in incubators.</p> <p>Cross-curricular links to computing- BeeBots (or BeeBots app) / Scratch Jr for directional language.</p>
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<p style="text-align: center;">Art</p>	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To know 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</p> <p>V+V- making wise artistic decisions. V+V- eloquent in expressing their artistic decisions. Truthful about how their emotions affect their art.</p> <p>BV- individual liberty- everyone has the right to choose their artistic style. This is because God gave us free will.</p>	<ul style="list-style-type: none"> <li>• To what I like and dislike about an artist's (Jane Bannon) work?</li> <li>• To complete the artist's picture using pattern, texture, line, shape, form, and space</li> <li>• To make marks in print with a variety of objects</li> <li>• To use my knowledge of how to use watercolours and apply this to my own work?</li> </ul>	<ul style="list-style-type: none"> <li>• Primary</li> <li>• Colour</li> <li>• Paint</li> <li>• Animal</li> <li>• 3D</li> </ul>	<p>Email or write a letter to Jane Bannon about her work.</p> <p>Have a picnic on the school field with food made in school using farm-grown ingredients.</p>
<p>D</p>	<p>National Curriculum Outcome</p>	<p>Small Steps to learning</p>	<p>Key vocab includes?</p>	

	<p>Teddy bears picnic Evaluate their ideas and products against design criteria.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.  V+V- being learned about where food comes from.  V+V- Truthful about where food comes from. Eloquent in expressing their food preferences.  BV- individual liberty- freedom to choose favourite foods. Democracy- able to debate food decisions.</p>	<ul style="list-style-type: none"> <li>• Do I know where food comes from and can I understand the principles of a healthy diet?</li> <li>• Can I make teddy bear biscuits?</li> <li>• Can I evaluate my biscuits?</li> <li>• Can I design a picnic skewer?</li> <li>• Can I make a picnic skewer?</li> <li>• Can I evaluate my skewer?</li> </ul>	<ul style="list-style-type: none"> <li>• Farm</li> <li>• Healthy</li> <li>• Eatwell guide</li> <li>• Healthy</li> <li>• Delicious</li> <li>• Nutritious</li> </ul>	
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<b>Music</b>	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	
	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhyme.</p> <p>V+V- making learned and wise artistic decisions.</p> <p>V+V- eloquent in expressing their music. Truthful about what inspires them.</p> <p>BV- individual liberty- everyone has the right to choose their artistic style. Mutual respect for others who have made different decisions.</p>	<ul style="list-style-type: none"> <li>• Can I listen to and join in with songs about farmyard animals?</li> <li>• Can I explore instruments and use them to create sound?</li> <li>• Can I compose music in a group?</li> <li>• Can I present my music in front of an audience?</li> </ul>	<ul style="list-style-type: none"> <li>• Instruments</li> <li>• Notes</li> </ul>	