

Curriculum Half Termly Overview



Bright Lights, Big City

Year group - 1

Term - Summer 2



Wow moment:

English text types		SPAG	
<p>Core text: Up up and away</p> <p>Model text: One magical day</p> <p>Story type: Journey</p> <p>Focus: Characterisation and dialogue</p> <p>Non-fiction model text A leaflet about London</p> <p>Non-fiction text type: Information text</p>	<p>Sentences: I can write a simple sentence. Capital letters at the beginning. Full stops at the end. I can start my writing at the margin. I can use exclamation marks. I can join two sentences using 'and'. I can add description in my writing. I have used adjectives to describe in my sentences. I can use different openers.</p>	<p>Spelling: I can write some of my HFW/ CE words accurately including: there, was, they, are, when, where, what, them, because, said, were, you, your. I can apply some suffixes and prefixes.</p>	
Maths		Tables and Mental Maths	
<p>Geometry - position and direction Number and place value (within 100) Measurement - money Measurement - time</p>		<ul style="list-style-type: none"> Count in 2s, 5s, 10s 	
Science		Computing	
<p>Animals including humans (human focus) The children will:</p> <ul style="list-style-type: none"> In this unit children will learn about their senses and how they use them to describe the world. Children will identify and name the basic external parts of the human body and recognise the functions of some body parts, including the sense organs. Children will describe and compare common animals, and will recognise and name a variety of animals and their body parts. They will construct and label a map of the human body and will draw comparisons between human and animal body parts. They will consider how to treat other people and living things with care and respect. 		<p>Coding: Beebot mats and apps The children will:</p> <ul style="list-style-type: none"> To use logical reasoning to predict the behaviour of simple programs To write and test a simple program to complete a specific task 	
		PSHE	
		<p>Changing me The children will:</p> <ul style="list-style-type: none"> be introduced to animal life cycles and will compare this with a human life cycle and look at simple changes from baby to They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them. 	
		RE	
		<p>What can we find out about Buddha?</p>	

Geography	History	PE
<p>What is our country like? The children will:</p> <ul style="list-style-type: none"> • Reflect on the basics of geography including - the world's continents, hot and cold areas, simple human and physical features, compass directions and locating the UK. 	<p>N/A</p>	<p>Games: The children will:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. <p>Sports Day Practise: The children will:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending.
Art	D&T	Music
<p>N/A</p>	<p>Mechanisms - Kapow The children will:</p> <ul style="list-style-type: none"> • In this topic, children are given the opportunity to problem solve and experiment with mechanisms to help them develop a clear understanding of how they work. The children assume the role of a mechanic and troubleshoot why certain wheels don't rotate. They then demonstrate their learning by designing and building their own moving vehicles. 	<p>Reflect, rewind and replay The children will:</p> <ul style="list-style-type: none"> • Children will revisit skills learnt throughout the year in this unit. • Examples of songs and styles explored might include a mixture of 20th century and classical pieces, such as: A Song Before Sunrise by Frederick Delius, The Firebird by Igor Stravinsky The Bird by Sergei Prokofiev, Grand March from Aida by Giuseppe Verdi, Bolero by Maurice Ravel or The Lamb by John Tavener.