

Year 1 Summer Term Curriculum Long Term Planning 2019-2020

	Dungeons and Dragons	Jurassic Jungles
Literacy	<p>Children will be able to respond speedily with the correct sound to graphemes including, where applicable, alternative sounds for graphemes. They will read accurately by blending sounds in unfamiliar words containing GPCs that have been taught and read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Children will read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings and read other words of more than one syllable that contain taught GPCs. Children will be encouraged to link what they read or hear to their own experiences. They will take part in whole class guided reading sessions drawing on what they already know, on background information and vocabulary provided by the teacher. Children will learn to appreciate rhymes and poems, and to recite some by heart. They will begin to make more accurate inferences on what is being said and done and ask and answer questions about the text. Some books to be used in class include Zog.</p> <p>Children will continue to extend their sentences by using joining words and clauses, including and, but. Children will continue to focus on the correct use of capital letters, full stops, question marks, exclamation marks and the use of adjectives in their independent writing. Children will learn how to add prefixes and suffixes –s or –es, un–, –ing, –ed, –er and –est e.g. unhappy, toys, boxes, helping, helped, helper, quickest. Children will also learn to spell words containing the taught graphemes. They will continue to sequence sentences and begin to develop a stamina for writing. Children will apply this knowledge to their independent story writing and poetry linked to 'The Legend of Filey Brigg'. Through daily handwriting practice children will learn to sit correctly at a table, hold a pencil comfortably and correctly. They will continue to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, and form digits 0-9. Children will continue to understand which letters belong to which handwriting 'families' and to practise these. When children are forming letters correctly they will begin to join digraphs and trigraphs within words.</p>	<p>Children will be able to respond speedily with the correct sound to graphemes including, where applicable, alternative sounds for graphemes. They will read accurately by blending sounds in unfamiliar words containing GPCs that have been taught and read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Children will read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings and read other words of more than one syllable that contain taught GPCs.</p> <p>They will continue to develop their own pleasure in reading with lots of opportunities to listen to and discuss a range of stories and non-fiction. Children will be encouraged to link what they read or hear to their own experiences. Children will take part in whole class guided reading sessions drawing on what they already know, on background information and vocabulary provided by the teacher. Children will learn to appreciate rhymes and poems, and to recite some, by heart. They will begin to make more accurate inferences on what is being said and done and ask and answer questions about the text.</p> <p>Children will continue to extend their sentences by using joining words and clauses, including and, but. Children will continue to focus on the correct use of capital letters, full stops, question marks, exclamation marks and the use of adjectives in their independent writing. Children will learn how to add the prefixes and suffixes –s or –es, un–, –ing, –ed, –er and –est. Children will also learn to spell words containing the taught graphemes. Children will be able to spell the days of the week correctly and begin to use letter names when spelling words.</p> <p>They will continue to sequence sentences and begin to develop a stamina for writing. Children will apply this knowledge to their independent story writing, poetry and news reports linked to 'Jurassic Jungles'. Through daily handwriting practice children will learn to sit correctly at a table, hold a pencil comfortably and correctly. They will continue to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, and form digits 0-9. Children will continue to understand which letters belong to which handwriting 'families' and to practise these. When children are forming letters correctly they will begin to join digraphs and trigraphs within words.</p>
Maths	<p>Children will recall prior learning and count in multiples of 2, 5 and 10. Children will be introduced to Multiplication and Division and start to solve one step problems. They will calculate the problems using concrete and pictorial representations as well as using arrays.</p> <p>Children will look at equal groups and add the groups together. They will group numbers and objects as well as share them equally.</p> <p>Children will also double numbers. Children will recognise, name and find a half and a quarter of equal parts of a number or object or shape or quantity.</p> <p>Children will learn about position, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Children will also recap their understanding of Length, Height, Capacity and Volume. Then children will consolidate all prior learning and recap daily fluency skills.</p>	<p>Children will count forwards and backwards, read and write numbers to 100 from any given number. They will partition, compare and order these numbers and be able to identify one more and one less than a given number.</p> <p>Children will be able to use prior learning to help with larger numbers and continue to use known vocabulary more than, less than, least and most and be able to show numbers to 100 on a range of number lines.</p> <p>Children will learn to recognise and know the different values and denominations of coins and notes and start to count them.</p> <p>Children will begin to learn about time; they will sequence events in the day in chronological order using the vocabulary before, after, next, today, yesterday, tomorrow, morning, afternoon and evening. The children will recognise and use language related to the days of the week and months of the year.</p> <p>They will also learn to tell the time to the hour and half hour and be able to draw the hands correctly on a clock face. They will start to solve time problems, for example, quicker, slower, earlier and later. They will begin to measure hours, minutes and seconds. Then children will consolidate all prior learning and recap daily fluency skills.</p>
Science	<p><u>Animals Including Humans</u> Children will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>They will identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>They will also learn to describe and compare the structure of a variety of common animals e.g. fish, amphibians, reptiles, birds and mammals including pets. Children will use this knowledge to create an animal fact file.</p>	<p><u>Plants</u> Children will learn to identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</p> <p>Children will learn to identify and describe the basic structure of a variety of common flowering plants including trees. Children will explore the school meadow garden for wild plants and a variety of trees, they will write labels for the trees outside and photograph wild plants to be displayed and labelled in the classroom.</p> <p>Seasonal changes – Question – remember when we looked at our own shadows? Children will now use a sundial to record shadows at different times of the day.</p>
Geography	<p>Ongoing throughout the year – Children will learn to ask and answer questions about the weather and the seasons, making observations and recording simple information. They will also learn to use vocabulary of key human and physical features. Children will identify seasonal and daily weather patterns in the UK and identify the locations of hot and cold areas within the world.</p>	<p>Children will learn to comment and ask questions about the place in which they live and about the natural world. They will use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods.</p> <p>Ongoing throughout the year – Children will learn to ask and answer questions about the weather and the seasons, making observations and recording simple information. They will also learn to use vocabulary of key human and physical features. Children will identify seasonal and daily weather patterns in the UK and identify the locations of hot and cold areas within the world.</p>
History	<p>VE Day – children will understand that we have a Queen and that Britain has had a king or queen for many years. They will learn about significant people and places e.g. Queen Elizabeth the second, Buckingham Palace and The Cenotaph.</p> <p>Children will learn how these famous people fit within a chronological framework (three famous kings/queens).</p>	<p>Question – Remember when we learnt about VE Day and the first Moon landing? Now we will learn about significant historic events in our own locality.</p> <p>Children will tell others about their own past experiences and explain how things have changed since they were born. They will tell the difference between the past and present in their own and other people's lives.</p>
D.T	<p>Children will build structures including a dungeon for their dragon. They will explore how to make their structure stronger and more stable.</p> <p>They will investigate mechanisms such as a lever or slider to be used in the dungeon they create.</p> <p>Children will also find out about a healthy and varied diet and will prepare traditional Yorkshire Parkin linked to the story of the Filey Dragon explored in literacy.</p>	N/A this half term
Art & Design	<p>Children will use a range of materials creatively to design and make a dragon. They will observe anatomy (faces/limbs) to support their drawing. Children will use clay to make a model dragon using carve, pinch and coil rolling techniques.</p>	<p>Children will create texture in paint using sand, sawdust and glitter to make a jungle background. They will use collage to create a dinosaur to add to their jungle scene. Children will also apply colour with a range of tools to create texture. These will include different sized brushes, sponges, cotton buds and straws.</p>
ICT	<p>Children will understand what algorithms are and create simple programmes.</p>	<p>Children will understand what algorithms are and create simple programmes. Children will use technology to store digital content.</p>
Music	<p>To listen and evaluate music from different eras e.g. Medieval music etc. Question – Remember when we learnt about pulse, rhythm, tempo, dynamics, pitch and timbre? Children will refer to these musical elements when discussing the music.</p>	<p>Question – Remember when you composed a four beat rhythm? Now children will compose a short piece of jungle music using drums and other percussion instruments. Children will listen to and evaluate jungle music and use this as a starting point for their own composition. Children will refer to all the musical elements learnt throughout the year.</p>
P.E	<p>Athletics</p> <p>Children explore running, jumping and throwing activities. Experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p>	<p>Games</p> <p>Children will experience striking and fielding activities. Children will learn how to participate in team games and develop simple tactics for attacking and defending. They will learn how to move with control and remain safe. They will describe how their bodies feel before, during and after exercise.</p> <p>Explore actions, skills and ideas individually and in combination.</p>
R.E	<p>Who do Christians say made the world?</p> <p>Children will understand that Christians believe that God created the universe.</p> <p>Children will learn that Christians believe that the Earth and everything in it are important to God.</p> <p>Children will explore the Christian belief that God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>Children will also explore the Christian belief that humans should care for the world because it belongs to God.</p>	<p>How should we care for the world and for others, and why does it matter?</p> <p>Children will find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in children's own lives and experience.</p> <p>Children will explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. They will compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – brit bat or zevah habat; Islam: Aqiqah.</p> <p>Children will find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding. They will compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract).</p> <p>Children will explore the idea that different people belong to different religions, and that some people are not part of religious communities.</p>

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		Find out about times when people from different religions work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief or Remembrance Day on 11th November.
Learning Outside The Classroom	Work in the weather station in the outdoor classroom. Take part in a Summer walk around the school grounds. Visit Filey Beach – create sand art themed around dragons and castles. Children will go on a mini beast and a worm hunt around the school gardens/fields. Children will have seven swimming lessons in year one to develop water confidence and swimming skills.	Children will explore the school meadow garden to find and identify wild and common garden plants. They will label trees with their correct names and identify whether they are deciduous or evergreen. Children will visit The Rotunda Museum in Scarborough linked to fossils and dinosaurs. Children will have seven swimming lessons in year one to develop water confidence and swimming skills.
Extra-Curricular Activities	Family Reading Club – Monday 2.45pm-3.45pm Pupil Premium Cookery Club – Mondays 'Sparklers' Church Group – Monday Lunchtime Mindfulness Club – Wednesday Lunchtime Singing Club - Wednesday 3.05pm-3.45pm Board Games Club – Thursday Lunchtime	Family Reading Club – Monday 2.45pm-3.45pm Pupil Premium Cookery Club – Mondays 'Sparklers' Church Group – Monday Lunchtime Mindfulness Club – Wednesday Lunchtime Singing Club - Wednesday 3.05pm-3.45pm Board Games Club – Thursday Lunchtime PE Club – Thursday 3.05pm-4pm
Enterprise		
Key Vocabulary	<u>Literacy</u> - blend, sounds, decode, alternative pronunciations, syllable, prediction, story maps, sentences, full stops, capital letters, question marks, exclamation marks, adjectives, conjunctions, suffixes, prefixes, rhymes, poems, stories, letters, diary entries, direction, capital letters, digits 0-9, handwriting 'families'. <u>Maths</u> - multiples of 2, 5 and 10, Multiplication, Division, one step problems, arrays, equal groups, share, double, half, quarter, position, direction, movement, whole, half, quarter and three quarter turns, length, height, capacity, volume. <u>Science</u> – fish, amphibians, reptiles, mammals, birds, carnivore, herbivore, omnivore, habitat, environment Seasonal changes (ongoing throughout the year) – season, Spring, Summer, Autumn, Winter, weather, rain, sunny, cloudy, windy, foggy, snow, hail, sleet, day, length etc. <u>Geography</u> – beach, cliff, sea, soil, season, town, village, mountains, rivers, lakes, maps, atlases, globes, weather, pattern, season, hot, cold, rain, sun, hail, snow, wind, fog, cloud, storm, coast, vegetation <u>History</u> – queen, king, war, peace, memorial, VE Day, Victory In Europe, Queen Elizabeth, Buckingham Palace, The Cenotaph, chronological time line <u>D.T</u> – Mixing, cutting, slicing, hygiene, baking <u>Art & Design</u> – shape, thick, thin, mold, size, rough, smooth, 2D, 3D <u>ICT</u> – algorithms, programmes, technology <u>Music</u> – rhythm, beat, pitch, tempo, dynamics, timbre, pulse, Medieval <u>P.E.</u> – running, jumping, throwing, speed, distance, time <u>R.E</u> – Christians, God, creator, sustainer.	<u>Literacy</u> - blend, sounds, decode, alternative pronunciations, syllable, prediction, story maps, sentences, full stops, capital letters, question marks, exclamation marks, adjectives, conjunctions, suffixes, prefixes, rhymes, poems, stories, letters, diary entries, direction, capital letters, digits 0-9, handwriting 'families'. <u>Maths</u> – forwards, backwards, partition, compare, order, one more, one less, more than, less than, least, most, number lines, value, coins, notes, time, sequence, before, after, next, today, yesterday, tomorrow, morning, afternoon, evening, days of the week, months of the year, hour, half hour, quicker, slower, earlier, later, measure hours, minutes, seconds. <u>Science</u> – common, wild, garden, plant, leaves, flower, blossom, bud, petals, fruit, roots, bulb, seed, trunk, branches, stem, soil, water, temperature, deciduous, evergreen, growth, vegetables Seasonal changes (ongoing throughout the year) – season, Spring, Summer, Autumn, Winter, weather, rain, sunny, cloudy, windy, foggy, snow, hail, sleet, day, length etc. <u>Geography</u> – beach, cliff, sea, soil, season, town, village, mountains, rivers, lakes, maps, atlases, globes, weather, pattern, season, hot, cold, rain, sun, hail, snow, wind, fog, cloud, storm, coast, vegetation, town, village, house, harbour, shop <u>History</u> – past, present, change, old, new, a long time ago <u>D.T</u> – <u>Art & Design</u> – collage, background, texture, size, thick, thin, <u>ICT</u> - algorithms, programmes, technology <u>Music</u> – percussion, beat, drum, composition, rhythm, pitch, tempo, dynamics, timbre <u>P.E.</u> – striking, fielding, attacking, defending, team games, target, runs, collect, retrieve <u>R.E</u> – belonging, Christianity, religion, baptism, christening, crosses, symbols, promises, wedding ceremony, chuppah, Jewish, hymns, prayers, ketubah.

Year 1 children have homework books with an activity set each Friday.

The activities will give children the opportunity to consolidate their learning.

Children will also have regular reading books to share at home and key words to practice.

All children are allocated books and phonic games through the internet using 'Reading Bug'.