





Science			D&T
<p><b><u>Seasonal Change (Spring &amp; Summer)</u></b></p> <ul style="list-style-type: none"> <li>• Identify types of weather, their effects and associated symbols.</li> <li>• Learn how different types of weather can be measured.</li> <li>• Record the weather across different seasons.</li> <li>• Identify the seasons spring and summer and the associated weather.</li> <li>• Observe changes throughout the seasons and make comparisons between the two.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	 <h2 style="margin: 20px 0;">Year 1 Curriculum Map</h2> <h3 style="margin: 0 0 20px 0;">Summer Term 2</h3>		<p><b><u>Design and Make a Free-Standing Structure – Playground</u></b></p> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>• Develop, model and communicate their ideas through talking, mock-ups and drawings.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select and use tools, skills and techniques, explaining their choices.</li> <li>• Select new and reclaimed materials and construction kits to build their structures.</li> <li>• Use simple finishing techniques suitable for the structure they are creating.</li> </ul> <p><b>Evaluating</b></p> <p>Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</p> <ul style="list-style-type: none"> <li>• Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>
P.E	R.E	PSHE/Jigsaw	
<p><b><u>Rounders</u></b></p> <ul style="list-style-type: none"> <li>• Understand and follow simple rules for game compete in physical activities both against against others.</li> <li>• Move fluently, changing direction and speed,</li> <li>• Show basic control of the ball, including when striking a ball.</li> <li>• Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.</li> <li>• Apply skills and tactics in simple games, including recognizing space and using it to your advantage.</li> </ul> 	<p><b><u>Prayer at home</u> Focus: Islam</b></p> <ul style="list-style-type: none"> <li>• Recall and name different Muslim beliefs and practices</li> <li>• Retell and suggest meanings to some Muslim stories</li> <li>• Observe and recount different ways Muslims show they belong to their religion</li> <li>• Explore questions about how Muslims find meaning in stories of the Prophet, expressing their own ideas</li> <li>• Find out about Muslim ideas about questions of right and wrong and begin to express their own opinions e.g on kindness to animals and to other people</li> </ul>	<p><b><u>Transition</u></b></p> <ul style="list-style-type: none"> <li>• Know that when I learn I grow.</li> <li>• Talk about changes in my life.</li> <li>• Know ways to cope with changes.</li> <li>• Identify my achievements and progress.</li> <li>• Feel proud of my hard work.</li> <li>• Set targets for the year ahead and how to achieve them.</li> </ul>	

<u>Computing</u>	<u>Music</u>	<u>Important Dates</u>
<p style="text-align: center;"><b><u>Coding</u></b></p> <ul style="list-style-type: none"> <li>• To understand what instructions are and predict what might happen when they are followed.</li> <li>• To use code to make a computer program.</li> <li>• To understand what object and actions are.</li> <li>• To understand what an event is.</li> <li>• To use an event to control an object.</li> <li>• To begin to understand how code executes when a program is run.</li> <li>• To understand what backgrounds and objects are.</li> <li>• To plan and make a computer program.</li> </ul>	<p>In our unit '<b>Your Imagination</b>' the children will:</p> <ul style="list-style-type: none"> <li>• Listen and appraise using a variety of music</li> <li>• Use bodies to find the pulse.</li> <li>• Explore pulse and tempo and identify change</li> <li>• Use voice in different ways to sing, speak and chant including call and response.</li> <li>• Find, copy and repeat rhythms</li> <li>• Use musical vocabulary</li> <li>• Perform and improvise using voice and tuned percussion</li> </ul>	<p><b>Year1 Phonics Screen – WB 8.6,26</b></p> <p>Please see the fortnightly newsletter for upcoming dates.</p>

## Literacy Overview

**Text: Iggy Peck, Architect by Andrea Beatty and David Roberts**

**Theme: Imagination and creativity**

During this two-week sequence of lessons the children will:

- Create fact files
- Write labels
- Write captions
- Write character comparisons
- Create thought and speech bubbles for characters in the story

**Text: The magic bed by John Burningham**

**Theme: Imagination and creativity**

During this two-week sequence of lessons the children will:

- Create their own versions of fantasy stories.
- Write setting descriptions.
- Create scenes for their stories.
- Write descriptions for their own pieces of magical furniture.
- Explore writing in lists.

## We are reading

- Iggy Peck, Architect by Andrea Beatty and David Roberts



- The magic bed by John Burningham



## Maths Overview

### Number and Place Value

- 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.

### Mental Multiplication and Division

- 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

### Measurement

- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

### Statistics

- interpret and begin to create a simple pictogram
- Interpret and complete pictograms where 1 symbol represents 1 item
- Interpret and complete block graphs where 1 block represents 2 items