



## Knypersley First School Year 1 Summer Term Curriculum Plan

Term	Summer 1	Summer 2
Topic	Treasure Island	Under the Sea
Core Text	Small Knight and George and the Pirates	Winnie Under the Sea Dougall's Deep Sea Diary
Debate	Is it okay to steal?	Is it right take shells and coral from the sea?
English	<p><b>Narrative</b> Fantasy Stories Outcome: Children can plan and write a short story with the events organised sequentially into problem and resolution</p> <p><b>Non-Fiction</b> Letters Outcome: Children can write a letter using all the features</p> <p><b>Poetry</b> Formal Poems Outcome: Children will read and share a range of poems and then create their own verse/poem</p>	<p><b>Narrative</b> Fairy tales Outcome: Children can write their own version of a fairy tale story with events organised into beginning, middle and end, using complete sentences.</p> <p><b>Non-Fiction</b> Explanations Outcome: Children can interpret a flow chart or cyclical diagram to explain a process, using language and gestures appropriately, initially with support, then in a small group. Children can independently produce a simple flow chart or cyclical diagram independently, making choices about presenting information to suit the purpose.</p> <p><b>Poetry</b> Shape Poems Outcome: Children can perform shape poems and can write their own shape poems using the features.</p>
English Skills	<p><b>Reading:</b> Reading: decode words using phonics, match graphemes for all phonemes; blend sounds in unfamiliar words containing taught GPC's, read common 'exception' words, read words with common suffixes; read words of more than one syllable containing taught GPC's read contractions; read aloud phonics –based books developing fluency and confidence; share and discuss poems, stories and non-fiction beyond own reading level; check for sense and correct reading errors; discuss word meanings, discuss the significance of title and events; make inferences and predictions; explain their understanding of what is read to them .</p> <p><b>Writing:</b> spell words containing each of the 40+ phonemes; spell common 'exception' words; spell the days of the week; name letters of the alphabet; use common prefixes and suffixes; write simple dictated sentence; , form correctly lower case and capital letters; form digits correctly; practice handwriting in letter families; compose sentences orally before writing; reread sentences to check they make sense; discuss and read aloud own writing; leave spaces between words; join words and clauses using 'and'; begin to use basic punctuation ( . ? !); use capital letters to start sentences and for proper nouns; learn and apply spelling rules in Appendix 1; learn and apply grammar rules and terminology in Appendix 2.</p> <p><b>Spoken Language:</b> listen and respond appropriately, ask relevant questions; build vocabulary; articulate and justify own ideas; describe and narrate for different purposes, express feelings; participate actively in conversations; speculate and explore ideas; speak clearly and fluently in Standard English; take part in discussions, presentations, performances, role-play, improvisations and debates; keep listeners interested; explore different viewpoints, communicate effectively using appropriate register.</p>	
Maths	<p>Place value:</p> <ul style="list-style-type: none"> <li>• use the language of: equal to, more than, less than (fewer), most, least</li> <li>• count in multiples of twos, fives and tens (<i>reciting numbers</i>)</li> <li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> </ul>	



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	<ul style="list-style-type: none"> <li>• count, read and write numbers to 100 in numbers.</li> <li>• read and write numbers from 1 to at least 20 in numbers and words.</li> </ul> <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> <li>• read, write and calculate sums using addition (+), subtraction (-) and equals (=) signs .</li> <li>• Know number bonds to 20 confidently.</li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero <i>e.g.</i> <math>12 + 5 = 17</math>.</li> <li>• solve simple problems that involve addition and subtraction including missing number problems <span style="float: right;"><i>e.g.</i> <math>5 + \underline{\quad} = 12 / \underline{\quad} - 5 = 8</math></span></li> </ul> <p>Measures:</p> <ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>- Lengths and heights – long/short, longer/shorter, tall/short, Mass or weight – heavy/light, heavier than, lighter than.</li> <li>- Capacity/volume – full/empty, more than, less than, half, half full, quarter.</li> </ul> </li> <li>• Measure and begin to record the following: lengths and height ,mass/weight ,capacity and volume time (hours, minutes, seconds)</li> </ul> <p>Multiplication and Division:</p> <ul style="list-style-type: none"> <li>• solve simple problems in <math>\times</math> and <math>\div</math> using arrays / counting on a numberline as repeated + or -.</li> </ul> <p>Problem Solving:</p> <ul style="list-style-type: none"> <li>• Solve problems finding different solutions.</li> </ul>		
<b>Mental Calculation</b>	<ul style="list-style-type: none"> <li>• Add or subtract 9 or 11 by adding or subtracting 10 then adjusting by 1 <i>e.g.</i> <math>34 + 9 = ( I \text{ know } 10 \text{ more is } 44, \text{ then } 1 - 1 \text{ so } = 43)</math></li> </ul>		
<b>Science</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• I can identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Light</u></p> <p>Observe and name a variety of sources of light, including electric lights, flames and the Sun. Associate shadows with a light source being blocked by something.</p> <p>Explore materials to raise questions that will help them to understand the differences</p> </td> </tr> </table>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• I can identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p><u>Light</u></p> <p>Observe and name a variety of sources of light, including electric lights, flames and the Sun. Associate shadows with a light source being blocked by something.</p> <p>Explore materials to raise questions that will help them to understand the differences</p>
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		between materials that are transparent, translucent and opaque. Observe shadows being formed in everyday contexts, such as when they play outside or shine torches indoors.
	<u>Investigation</u> - Perfect Plants	<u>Investigation</u> - Real reflections
Investigation Skills	Throughout year one and two, children will ask simple questions and recognise that they can be answered in different ways. They will observe closely, use simple equipment, perform simple tests, identify and classify, use their observations and ideas to suggest answers to questions, gather and record data to help in answering questions.	
Computing	<p><b>Learning to be creators:</b> LO- to use ICT to interpret the data accurately <b>Activities:</b> Use the internet to research and find information about pirates.</p> <p><b>Learning to be scientist:</b> Create simple programs using directional language <b>Activities:</b> to program a beebots to move around a pirate ship.</p> <p>Debug simple programs using directional language <b>Activities:</b> analyse each other's programs on the accuracy of directions.</p> <p><b>Learning to be e-safe:</b> Learn ways for staying safe when using the internet. <b>Activities:</b> use of internet to research information for an informative poster about how to keep safe.</p> <p>Identify how people can use the internet to bully others and where they can go for help. <b>Activities:</b> use of internet to research who to inform about internet bullying or any problems online.</p>	
History	<p><b>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</b> Look at the history of pirates. <i>In simple terms explain that the pirates we will be discussing were before our parents and grandparent's time. Use the term centuries and years to describe this.</i></p>	
Geography	<p><b>Children to look at physical features including beach, coast, forest, hill, mountain, ocean etc-</b> Children to look at where they might find pirate ships and places that they could look- why could they not be in a mountain or on a hill?</p> <p><b>Use compass directions and locational language to describe the locations and the features and routes on a map-</b> Children to have a treasure hunt around the school and using directional language will need to find the treasure hunt.</p>	<p><b>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment-</b> children to describe the features when completing the treasure hunt.</p>



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Art and Design	<ul style="list-style-type: none"> <li>Create a pirate head scarf using dip dye, cutting and plaiting. To join materials using glue and/or a stitch.</li> </ul>	<ul style="list-style-type: none"> <li>Study the picture 'At the Seaside' by LS Lowry. To use some of these ideas to create seaside paintings.</li> </ul>
Design and Technology	<ul style="list-style-type: none"> <li>Design and make cakes for a pirate party. To weigh using measuring cups or electric scales. To assemble and bake ingredients. To explore how cakes are created.</li> </ul>	<ul style="list-style-type: none"> <li>Use software to design and model products.</li> </ul>
PE	<p><b>Games:</b> <i>bat and ball games, make links to current topic of different pirate games</i> and games played in a castle.</p> <p>Use the terms 'opponent' and 'team-mate'.</p> <p>Begin to use rolling, hitting, running, jumping, catching and kicking skills in combination. Begin to lead others when appropriate.</p> <p style="text-align: center;"><b>Swimming termly:</b> swim unaided up to 25 metres</p>	
Music	<p>Take part in singing accurately following the melody.          Make and control long and short sounds when using voice and instruments.  <b>To Compose</b>          Create short, rhythmic phrases.  <b>To describe music</b>          Identify the beat of a tune.          Chn will learn about Pirates through musical activities, they will sing pirate songs, use drums to accompany and create their own pirate chants!</p>	
RE	<p>Answers          To support the learners to become religiously literate, this unit will provide opportunities to:  <i>Engage</i> with stories and extracts from religious literature and <i>talk about</i> their meanings</p>	<p><b>Worship</b>  <b>Find out about how and when people worship and ask questions about why this is important to believers.</b></p>
PHSRE	<ul style="list-style-type: none"> <li>We will think about ourselves and to learn from our experiences.</li> <li>Each one of us will celebrate their strengths and set simple goals for ourselves..</li> <li>We will recognise when people are being unkind and how to respond including who to tell and what to say.</li> </ul>	<ul style="list-style-type: none"> <li>We will identify how to keep safe in the environment including the water.</li> <li>We will develop our listening to other people skills and play and work successfully with each other.</li> <li>We will begin to understand that people and other living things have need and that we have responsibility to met them.</li> </ul>
Special Visits/Visitors		Pirate/Under the Sea day.