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| How can I help?   |  | | --- | | * Listen to your child read their Read Write Inc book. * Read a wide range of books to your child so that they hear and understand new vocabulary. * Practise reading the real and alien words given to you for homework. * Help your child to be able to read and spell all of the Year 1 exception words (the children call these ‘red words’) * Practise counting forwards and backwards to 100, starting at different numbers. * Practise counting in 2s, 5s and 10s. * Help your child to practise number bonds to 20. Use the ‘White Rose 1 minute a day’ app to help with this. * Practise reading the time to o’clock and half past the hour. * Help your child to use a keyboard on a computer (if you have one at home) to write their name or a short story. | |  | Frome Valley  CE First School  Year 1  Curriculum  Statement  *Summer Term* |

**Year 1 Curriculum Overview (Summer Term)**

**Please look on our website for more information of our curriculum (including topics) and our knowledge organisers.**

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| **English:**   * Beginning to punctuate sentences with a question mark. * Understand the terms ‘singular’ and ‘plural’. * Adding ‘-s’ or ‘-es’ to nouns to make plurals. * Adding or removing -un from the beginning words. * Understanding the terms ‘suffix’ and ‘prefix’. * Recognising a sentence. * Composing a sentence orally before writing it down. * Sequencing sentences to form short narratives. | | **History:**   * Describe historical events. * Recognise that there are reasons why people in the past acted as they did. * Observe or handle evidence. * Ask questions and find answers to questions about the past. * Place events on a timeline. * Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe the passing of time. | | | **Design & Technology:**   * Explore how products have been created. * Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). * Cut, peel or grate ingredients safely and hygienically. * Assemble or cook ingredients. * Suggest improvements to existing designs. |
| **Maths:**   * Count in multiples of 2,5 and 10. * Solve 1 step word problems involving multiplication and division. * Find and name ½ as two equal parts of an object, shape or quantity. * Compare, describe and solve practical problems for length and height and mass/weight. * Describe whole, half, quarter and three quarter turns. * Count to and beyond 100 from any number. * Read and write numbers to 100. * Use the language of language of equal to, more than, less than, most, least. * Recognise the value of coins and notes. * Tell the time to the hour and half past. | | **Geography:**   * Name and locate the world’s continents and oceans. * Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) * Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non- European country. * Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, and shop. | | | **PE:**   * Make simple decisions, e.g. which target to aim for. * Use the terms 'opponent' and 'teammate'. * Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target. * Decide when and where to pass. * Keep possession by passing and receiving a ball. * Recognise space on a court or pitch. * Use a base position. * Decide which base to pass to depending on position  of opponent. * Develop an overarm throw. * Catch a large ball without cradling or trapping it against the body. * Dribble a ball with hands or feet, while moving slowly in their own space. * Make simple decisions, e.g. which target to aim for. * Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target. * Participate in a group dance and talk about individual and group contributions. |
| **Science:**   * Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. * Identify and describe the basic structure of a variety of common flowering plants, including roots, stem, trunk, leaves and flowers. * Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. * Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | **RE:**   * Make a link between a religious text and a key concept studied. * Order at least 3 key concepts within a timeline of the Bible’s ‘big story’. * Give a simple account of how beliefs about right and wrong affect people’s behaviour. * Discuss stories involving moral dilemmas. * Make simple links between religious concepts and texts. * Show a simple understanding that personal experiences and feelings influence actions. * Describe religious buildings and give a simple explanation of how they are used. * Describe, in simple terms, how people of different faiths show their beliefs in worship and in the way they live. | | | **Art & Design:**   * Use repeating or overlapping shapes. * Mimic print from the environment (e.g. wallpapers). * Use objects to create prints (e.g. fruit, vegetables or sponges). * Press, roll, rub and stamp to make prints. * Use techniques such as rolling, cutting, moulding and carving. * Explore different methods and materials as ideas develop. |
| **Computing:**   * To use a computer to write. * To identify that the look of text can be changed on a computer. * To make careful choices when changing text. * To explain why I used the tools that I chose. * To compare typing on a computer to writing on paper. * To choose a command for a given purpose. * To use commands to move a sprite. * To compare different programming tools. * To create an algorithm for each sprite. | **PSHCE:**   * I understand that there are lots of different types of families. * I know appropriate ways of physical contact to greet my friends and know which way I prefer. * I know who can help me in my school community. * I can identify the parts of the body that make boys different to girls and can use the correct names for these. | | **Music:**   * Explore a range of sound makers and instruments and play them in different ways. * Create own songs or improvise a song around one they know. * Create sequences or patterns of movement to music. * Play instruments with increasing control to express feelings. | |