

# Curriculum Overview for Year 1 – Summer Term- Flat Stanley

<p><b>English</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Match graphemes for all phonemes.</li> <li>Read accurately by blending sounds.</li> <li>Read words with very common suffixes.</li> <li>Read contractions &amp; understand purpose.</li> <li>Read phonics books aloud.</li> <li>Link reading to own experiences.</li> <li>Join in with predictable phrases.</li> <li>Discuss significance of title and events.</li> <li>Make simple predictions.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Name letters of the alphabet.</li> <li>Spell very common 'exception' words.</li> <li>Spell days of the week.</li> <li>Use very common prefixes &amp; suffixes.</li> <li>Form lower case letters correctly.</li> <li>Form capital letters &amp; digits.</li> <li>Compose sentences orally before writing.</li> <li>Read own writing to peers or teachers.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Begin to use basic punctuation: . ? !</li> <li>Use capital letters for proper nouns.</li> <li>Use common plural &amp; verb suffixes</li> </ul> <p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>Listen &amp; respond appropriately.</li> <li>Ask relevant questions.</li> <li>Maintain attention &amp; participate.</li> </ul>	<p><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</li> <li>Recognise common uses of information technology beyond school.</li> </ul>
<p><b>Mathematics</b></p> <p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>Count to/across 100</li> <li>Count in 1s, 2s, 5s and 10s.</li> <li>Identify 1 more/1 less.</li> <li>Read &amp; write numbers to 20.</li> <li>Use language, eg 'more than', 'most'.</li> <li>Use +, - and = symbols.</li> <li>Know number bonds to 20.</li> <li>Add and subtract one-digit and two-digit numbers to 20 including zero.</li> <li>Solve one-step problems, including simple arrays.</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest.</li> <li>Begin to measure length, capacity, weight.</li> <li>Use time and ordering vocabulary.</li> <li>Use language of days, weeks, months and years.</li> <li>Recognise and name common 2D and 3D shapes.</li> <li>Order and arrange objects.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise &amp; use <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math></li> </ul>	<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria.</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>use simple compass directions (North, South, East and West) and locational and directional language (e.g. <i>near and far</i>; <i>left and right</i>) to describe the location of features and routes on a map</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
<p><b>Science</b></p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</li> <li>identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li> </ul> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Body parts</li> <li>Similarities and differences between people</li> <li>Understand the importance of money</li> </ul>
		<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>perform dances using simple movement patterns.</li> </ul>
		<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> <li>Recognise, name and describe some religious artefacts, places and practices.</li> <li>Name some religious symbols.</li> <li>Explain the meaning of some religious symbols.</li> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> </ul>

