

St John's CE Primary School  
Year One  
Summer Curriculum Overview

	Summer One	Summer Two
English	<p><b>Focus text: <i>Peace at Last</i> by Jill Murphy</b></p> <p><b>SPAG:</b> Punctuating sentences, adding the suffix -es, using question marks, using exclamation marks, using capital letters for people and places, Sequence sentence to form a short narrative, compose sentences orally before writing, reread work to check it makes</p>	<p><b>Focus text: <i>At the Beach</i> by Roland Harvey</b></p> <p><b>SPAG:</b> Using 'and' to join clauses, adding the suffix -er, punctuating sentences, exclamation sentences, Sequence sentence to form a short narrative, compose sentences orally before writing, reread work to check it makes</p>
Maths	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Count in 2's 5's, 10's.</li> <li>Recognise, add equal groups.</li> <li>Make arrays and doubles.</li> <li>Make equal groups.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise half a shape and amount.</li> <li>Recognise quarter of a shape or amount</li> <li>Subtraction within 20</li> </ul> <p><b>Geometry – position and direction</b></p> <ul style="list-style-type: none"> <li>Describe turns and position</li> </ul>	<p><b>Place Value within 100</b></p> <ul style="list-style-type: none"> <li>Count from 50 to 100</li> <li>Tens and ones with partitioning</li> <li>Using a number line</li> <li>1 more and 1 less</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Recognising coins and notes</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Recognise before and after, days of the week and months.</li> <li>Tell the time with o'clock and half past</li> </ul>
Science	<p><b>Plants</b></p> <ol style="list-style-type: none"> <li>How do I plant a bean? · Planting a bean and setting up an investigation into what plants need to survive</li> <li>What types of plants grow in the wild and in gardens?</li> <li>What is the difference between deciduous and evergreen trees?</li> <li>What are the parts of trees and plants called?</li> <li>What changes have occurred to my bean plant?</li> </ol>	<p><b>Materials</b></p> <ol style="list-style-type: none"> <li>What is a material?</li> <li>What are objects made from?</li> <li>How can I describe an object?</li> <li>Which materials float and sink?</li> <li>Which materials are waterproof?</li> <li>Which material is best for different objects?</li> </ol>

<i>PSHE and RSE</i>	<b><i>Relationships- Team</i></b> 1. I can talk about what teams I belong to. 2. I can be a good listener. 3. I can tell you how to be kind and why it is important. 4. I can talk about unkind behaviour, teasing and bullying. 5. I can explain how to be a positive learner. 6. I can explain good and not so good choices.	<b><i>Health and Well Being – Aiming High</i></b> 1. I can discuss my star qualities. 2. I can identify what a positive leaning attitude is. 3. I can talk about the jobs I can do when I grow up. 4. I can discuss which skills are needed for certain jobs. 5. I can talk about my hopes for the future. 6. I can discuss what I am looking forward to next year.
<i>History</i>		<b><i>Significant Places – Southport now and then</i></b> 1. What was it like going to the seaside in the past? 2. What kinds of things did people do at the seaside in the past? 3. How do we know what holidays were like in the past? 4. Do we go to the seaside for the same reason as in the past? 5. How have seaside holidays changed? 6. Do you like the earlier seaside holidays, or do you prefer them now?
<i>Geography</i>		
<i>RE</i>	<b><i>Baptism</i></b> <ul style="list-style-type: none"> <li>• What does it mean to 'belong?'</li> <li>• What is baptism? Why are some people baptised?</li> <li>• Why is baptism special?</li> <li>• What is a promise? Where is it kept? How is it kept?</li> <li>• What makes a person feel they are part of God's family?</li> <li>• How do people of faith welcome new babies?</li> <li>• Why are names important?</li> </ul>	<b><i>My World, Jesus' World</i></b> <ul style="list-style-type: none"> <li>• Where did Jesus grow up?</li> <li>• How is the place where Jesus grew up different from how we live now?</li> <li>• If you could travel back in time to Jesus' world, what would you like to see? Why?</li> <li>• If you could travel back in time to Jesus' world, what would you miss? Why?</li> </ul>
<i>PE</i>	<b><i>Fundamental Movements Skills</i></b>	<b><i>Athletics</i></b> <b><i>Fundamental Movement Skills</i></b>
<i>Art</i>		<b><i>Seaside Landscapes</i></b> 1. Who is Vincent Van Gogh? 2. What is a composition? 3. Can I use a range of materials to replicate the textures found at the seaside?

		<ol style="list-style-type: none"> <li>4. Can I paint using different tints and shades?</li> <li>5. Can I reproduce and apply an artist's colour range to my own work?</li> <li>6. Can I create detail in my artwork using controlled painting and other materials and objects?</li> </ol>
<i>DT</i>	<p style="text-align: center;"><b><u>Cooking and Nutrition: Preparing Fruit and Vegetables</u></b></p> <ol style="list-style-type: none"> <li>7. To explore the Eatwell Guide: Investigating how to make a smoothie.</li> <li>8. To explore ideas for a fruit or vegetable smoothie</li> </ol> <p style="text-align: center;"><b><u>Structures – Freestanding Structures</u></b></p> <ol style="list-style-type: none"> <li>1. What is a structure?</li> <li>2. To understand functions of freestanding structures.</li> <li>3. To design a structure</li> <li>4. To cut and join</li> </ol>	<p style="text-align: center;"><b><u>Structures – Freestanding Structures</u></b></p> <ol style="list-style-type: none"> <li>5. To design a bridge</li> <li>6. To develop your ideas into a prototype</li> <li>7. To investigate and test a bridge.</li> <li>8. Strong, stiff, and stable</li> <li>9. Technical terms</li> </ol>
<i>Computing</i>	<p style="text-align: center;"><b><u>Online Safety</u></b></p> <ul style="list-style-type: none"> <li>● To understand what personal information I need to keep safe.</li> <li>● To explore how to use email to safely communicate.</li> <li>● To apply my online safety knowledge to help others make good choices online.</li> </ul> <p style="text-align: center;"><b><u>Programming with Scratch jr</u></b></p> <ul style="list-style-type: none"> <li>● To choose a command for a given purpose</li> <li>● To show that a series of commands can be joined together.</li> <li>● To identify the effect of changing a value.</li> </ul>	<p style="text-align: center;"><b><u>Programming with Scratch jr</u></b></p> <ul style="list-style-type: none"> <li>● To explain that each sprite has its own instructions.</li> <li>● To design the parts of a project.</li> <li>● To use an algorithm to create a program</li> </ul>
<i>Music</i>	<p style="text-align: center;"><b><u>Dance, Sing and Play</u></b></p> <p>Exploring rhythm and pitch</p>	<p style="text-align: center;"><b><u>Learning to Listen</u></b></p> <ul style="list-style-type: none"> <li>● Listening – Finding a steady beat – Copy-back Improvisation</li> <li>● Singing – Pulse/beat, rhythm, pitch, tempo, dynamics</li> <li>● Playing instruments Keeping a steady beat Playing in a group/ensemble</li> </ul>