



Leagrave Primary School

‘Striving for Excellence, Learning for Life.’



Year 1 Curriculum Organiser
**Summer Theme: Paws, Claws,
Whiskers**

English 1: Instructions- How to make a sandwich

Reading:

1A: Draw on knowledge of vocabulary to understand text

- Know how to apply phonics and root word knowledge to decode new or unfamiliar words

1E: Predict what might happen

- Know how to use the cover of the book to say what they think might happen
- Know how to read the blurb and make a simple prediction

SPaG:

- Know how to use imperative verbs
- Know that suffixes can be added to verbs where no change is needed in the spelling of root words, for example helping, helped, helper
- Know how to use prepositions

Writing:

- Use simple sentence structures
- Separate words and sentences using finger spaces
- Use features when writing a non-fiction text such as title, sub-heading, pictures/ images and labels

English 2: Stories from other cultures – Handa's Surprise

Reading:

1A: Draw on knowledge of vocabulary to understand text

- Know how to apply phonics and root word knowledge to decode new or unfamiliar words

1E: Predict what might happen

- Can say what they think will happen to characters in a story

SPaG:

- Know that a verb is a doing word
- Know that homophones are words that sound the same but are spelt differently and to spell common homophones correctly
- To make appropriate vocab choices to improve a piece of writing

Writing:

- Use simple sentence structures
- Separate words and sentences using finger spaces
- Write sentences to form a short narrative

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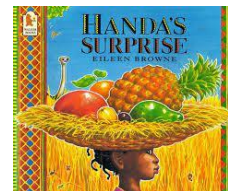
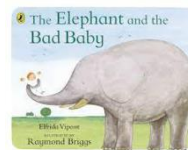
Year 1 Basic Skills Coverage Summer Term One

Personal, Social, Health and Relationship Education:

Knowledge and Skills

JIGSAW- Relationships

- Identify the members of my family and understand that there are lots of different types of families
- Identify what being a good friend means to me
- Know appropriate ways of physical contact to greet my friends and know which ways I prefer
- Know who can help me in my school community
- Recognise my qualities as a person and a friend
- Can tell you why I appreciate someone who is special to me



Class Readers

Maths:

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.
- Memorise and reason with number bonds to 10 and 20 in several forms (for example, $9 + 7 = 16$; $16 - 7 = 9$; $7 = 16 - 9$).
- Realise the effect of adding or subtracting zero.
- Discuss and solve problems in familiar practical contexts, including using quantities.

Fractions:

- Recognise, find and name a half as one or two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object shape or quantity.
- **Link with Measurement Objectives:*
- *Compare, describe and solve practical problems for mass / weight: [for example, heavy / light, heavier than, lighter than]; capacity and volume [for example, full / empty, more than, less than, half full, quarter].*
- *Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/ shorter, tall/short, double/half].*
- *Measure and begin to record lengths and heights.*

Whole School Values Focus

FRIENDSHIP

Home Learning Focus

- * Reading at home
- * Addition and subtraction
- * To write sentences using full stops and capital letters.
- * To know adjectives are describing words.
- * Weekly spellings

English 1: Information Fact File

Reading:

1A: Draw on knowledge of vocabulary to understand text

- Know how to apply phonics and root word knowledge to decode new or unfamiliar words

1D: Make inferences from the text

- Know how to use images to make simple inferences
- Recognise facial expressions to explain feelings

1E: Predict what might happen

- Know how to make predictions from the text

SPaG:

- To know that the present tense is happening now
- To use capital letters for titles, headings and names

Writing:

- Use simple sentence structures
- Separate words and sentences using finger spaces
- Use features when writing a non-fiction text such as title, heading, sub-heading, pictures/ images and labels
- Write clear accurate sentences across a range of genres

English 2: Animal Poetry

Reading:

1A: Draw on knowledge of vocabulary to understand text

- Know how to apply phonics and root word knowledge to decode new or unfamiliar words

1D: Make inferences from the text

- Know how to use images to make simple inferences
- Recognise facial expressions to explain feelings

1E: Predict what might happen

- Know how to make predictions from the text

SPaG:

- To know that an adjective describes a noun
- To know that a verb is an action word

Writing:

- Use simple sentence structures
- Separate words and sentences using finger spaces

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Year 1 Basic Skills Coverage Summer Term Two

Personal, Social, Health and

Relationship Education:

Knowledge and Skills

Changing Adolescent body:

- Identify the stages people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time.
- People grow from being babies to toddlers, then children, adolescents, adults and elderly people.
- As people grow older, they have more responsibilities, such as having a job, buying a house, looking after children and elderly parents.

JIGSAW-Changing Me

- Understand the life cycles of animals and humans
- Can tell you some things about me that have changed and some things about me that have stayed the same
- Can tell you how my body has changed since I was a baby
- Can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus
- Understand that every time I learn something new I change a little bit
- Can tell you about changes that have happened in my life

Maths:

Numbers and Place Value:

- Count to across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers from 1-100 in numerals and words.
- Identify and re[resent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most least.
- Given a number, identify one more and one less

Money:

- Recognise and know the value of different denominations of coins and notes

Time::

- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Compare and describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds).
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].

Home Learning Focus

- * Reading at home
- * Addition and subtraction
- * To write sentences using full stops and capital letters.
- * To know adjectives are describing words.
- * Weekly spellings

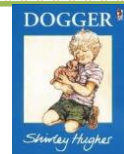
Whole School Values Focus

KINDNESS

British Values

INDIVIDUAL LIBERTY

Class Readers





Year 1 Paws, Claws, Whiskers Summer Term

Enrichment Opportunities

Wow Entry: Pets and other animals
Visits and Visitors: Whipsnade Zoo
Local area walk

Art and Design- Bridget Riley Line artist

Drawing: Use lines to represent a shape or outline

- Different thickness of lines can create bold and precise shapes or outlines, dependent upon purpose.
- Apply paint using a range of tools (e.g. large brushes, hands, feet, rollers and pads)
- Use a variety of different tools to apply paint to a piece of art
- The tool used to apply paint is chosen from the outcome that is required (e.g. a roller for applying lots of paint to a large area; a thin brush to apply paint with accuracy; pads to create texture)

Use lines of different thickness

- Different thickness of lines can create bold and precise outcomes, dependent upon purpose

Outline personal likes and dislikes regarding their own work

- Children can discuss what they were trying to achieve and can point to positives and negatives as to whether they were successful or not.
- The children can use the words 'like' and 'dislike' accurately

Paws, Claws & Whiskers



Geography

Use the correct terms for simple geographical features in the local environment to identify the similarities and differences between the local environment and one other place.

Find and name the continents on a world map:

- A continent is a large area of land.
- The world's seven continents are Africa, Antarctica, Asia, Australasia, Europe, North America and South America.

Locate hot and cold areas of the world in relation to the equator.

- Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator.
- The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres.
- Continents have different climates depending location
- The climate of a place can be identified by the types of weather, plants and animals found there.
- Identify features and landmarks on an aerial photograph. An aerial photograph or plan perspective shows an area of land from above.

Music

Round and Round

Bossa Nova

Unit Theme

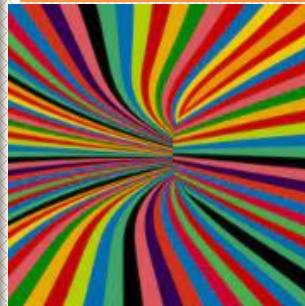
Pulse, rhythm and pitch in different styles of music.

Your Imagination

Pop

Unit Theme

Using your imagination



History (Project Week – Wardown Park Visit)

Use a range of historical artefacts to find out about the past.

- Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.

Describe changes within living memory (approximately 100 years).

- Changes within living memory have happened over the last 100 years and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.

Design and Technology

Use wheels, axles, levers and sliders

- Children understand that a lever can be used to move or lift objects and has a pivot

Identify the main food groups, including fruit and vegetables

- Children understand that the 5 main food groups are:

-bread, other cereals and potatoes

-fruit and vegetables

-milk and dairy foods

-meat and fish

-foods containing fat/ foods containing sugar

- All fruit and vegetables should be washed if eaten raw

Our Community, Our Country, Our World

Geography Knowledge and Skills

Carry out fieldwork tasks to identify characteristics of the school grounds or locality.

- Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.

Describe how pollution, for example litter affects the local environment.

- Litter can be described as 'rubbish that is in the wrong place'. Natural matter such as weeds, or leaves that have fallen from trees, are not classed as litter.
- Litter can take a very long time to degrade (rot away), or may never degrade at all depending on what its made from
- It is unsightly and potentially dangerous to people and wildlife – a form of pollution.

<https://www.litteraction.org.uk/>

Computing Knowledge and Skills

Use technology purposefully to create, organise, store, manipulate and retrieve digital content



Year 1 Subject Focus: Summer Term

Computing

- Understand what algorithms are' how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- To know how to follow instructions
- Know what an algorithm is
- To understand directional and positional language
- Create and debug simple programs
- To know how to write a clear instruction
- To know how to input instructions
- To know how to programme a toy
- To know how to solve problems
- Use logical reasoning to predict the behaviour of simple programs
- To know how to make a prediction
- Recognise common uses of information technology beyond school

Religious Education- Who is a Muslim? What do they believe and how do they live?

Make sense of belief

- Recognise the words of Shahada and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God
- Give examples of how stories about the Prophet Muhammed show what Muslims believe about him

Understand the impact

- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use the stories about Prophet Muhammed to guide their beliefs and actions

Make connections

- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what is good for Muslims about prayer, respect, celebration and self control
- Give a good reason for their ideas about whether prayer, respect, celebration and self control have something to say to them too

Science:

Identify and name a variety of common animals including birds, fish, amphibians, reptiles and mammals.

Definitions:

- Birds: An animal with feather, wings and a beak – most can fly (but not all)
- Fish: An animal with gills and fins which lives in the water
- Amphibians: An animal which can live on land and water
- Reptiles: An animal which has dry scales as skin and lays its eggs on land
- Mammals: An animal which gives birth to live young (and feeds them with milk produced by its mother). Has skin which is covered in hair

Examples:

- Birds: chicken, blackbird, eagle, sparrow, hummingbird
- Fish: cod, shark, roach, goldfish, carp
- Amphibians: frog, toad, newt
- Reptiles: crocodile, lizard, snake
- Mammals: humans, dogs, cows, sheep, whales

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

- Carnivore: A animal that will eat other animals as its main food source (lion, crocodile, grizzly bear, great white shark)
- Herbivore: An animal that will eat plants as its main food source (cows, sheep, rabbit)
- Omnivore: An animal that will eat both plants and animals as its food source (human, pig, rat, badger)

Describe and compare the structure of a variety of common animals, (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets.)

- An invertebrate is an animal without a backbone (jelly fish, worms)
- A pet is an animal trained to live with humans (common examples are dogs, cans and hamsters)

Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.

- There are 5 senses, taste, touch, sight, smell and hearing and the body part related to each sense is:
 - Hearing: ears
 - Sight: eyes
 - Taste: mouth and tongue, taste buds
 - Touch: skin (often our hands)
 - Smell: nose

Physical Education

Dance

- Use counts of 8 to move in time and make my dance look interesting
- Explore pathways in my dance
- create my own dance using, actions, pathways and counts
- Create my own dance using, actions, pathways and counts
- Explore speeds and actions in our pirate inspired dance
- Copy, remember and repeat actions that represent the theme
- Copy, repeat, create and perform actions that represent the theme
- Explore speeds and actions
- Use expression and create actions that relate to the story
- Use a pathway when travelling
- Explore and copy actions in response to a theme
- Create my own actions for an animal
- Explore pathways with a partner

Striking and Fielding Games

- Develop underarm throwing and catching
- Develop overarm throwing
- Develop hitting a ball
- Develop collecting a ball
- Learn how to get a batter out
- Play games and understand how to score point

Invasion Games

- Understand the role of defenders and attackers
- Recognise who to pass to and why
- Move towards goal with the ball
- Support a teammate when playing in attack
- Move into space showing an awareness of defenders
- Stay with a player when defending

