

## Mathematics

### Measurement

*Pupils should be taught to recognise and know the value of different denominations of coins and notes*

- To name coins and notes and understand their value
- To represent the same value using different coins
- To understand how to use money in a real-life context
- To exchange money for items
- To solve addition and subtraction word problems using money
- To find change from given amounts

### Number – multiplication and division

*Pupils should be taught to 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*

- To find double and half of an amount
- To add equal groups
- To share a total equally between a set number of groups
- To share a total equally and find the number of groups
- To explore arrays
- To build on previous understanding of halves and quarters of quantities

### Measurement

*Pupils should be taught to compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] and measure and begin to record the following capacity and volume*

## Science

*Pupils should be taught to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and identify and describe the basic structure of a variety of common flowering plants, including trees*

- Become familiar with examples of deciduous and evergreen trees
- Work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar trees – **Silver Birch, Oak, Cedar, Copper Beech, Maple**
- Keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.

# Captivating Kingston

## SUMMER 2

### CURRICULUM MAP

Copper Beech, Oak and Cedar  
Classes

## Reading

### Word Reading

*Apply phonic knowledge and skills as the route to decode words*

*Respond speedily with the correct sound to graphemes  
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught*

*Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word*

*Read words containing taught GCs and –s, –es, –ing, –ed, –er and –est*

### Comprehension

*Listening to and discussing a wide range of poems, riddles, rhyme, stories and non-fiction at a level beyond that at which they can read independently*

*Predicting what might happen on the basis of what has been read so far*

*Discussing word meanings, learning new technical, topic- and science-related vocabulary, linking new meanings to those already known*

## Writing

### Handwriting

*Form capital letters*

*Understand which letters belong to which handwriting 'families'*

### Composition

*Saying out loud what they are going to write about*

*Composing a sentence orally before writing it*

*Sequencing sentences to form short narratives*

*Re-reading what they have written to check that it makes sense*

*Proof-reading to check for errors in spelling, grammar and punctuation*

- Use imagination to design a theme park in Surbiton, designing and describing rides
- Learn about Eid and create an informative booklet
- Write a persuasive letter about the changes that could be made in Kingston

### Vocabulary, Grammar and Punctuation

*Learning the grammar for Year 1 (including nouns, verbs and adjectives)*

*Learning the punctuation for Year 1 (including full stops, capital letters, exclamation marks and question marks)*

*Joining words and joining clauses using 'and' and 'but'*

*Using a capital letter for the names of people, places, days of the week and the personal pronoun 'I'.*

### Transcription

*Spell words containing each of the 40+ phonemes already taught*

- Revise suffixes –s, –es, –ing, –er, –ed, –est,
- Revise knowledge of contractions I'm, I'll, We'll, He's etc.
- Learn alternative graphemes – ui (fruit), ou (soup), oul (shoulder), ear (learn)

## Computing

*Pupils should be taught to use technology safely and respectfully.*

*Pupils should be taught to use logical reasoning to predict the behaviour of simple programs.*

- Identify where we live using Google Earth and STREETVIEW on Google Maps
- Recap directional language in preparation for programming Beebots
- Discuss using technology safely
- Practise using Beebots, programming them and learning about their functions
- Predict where Beebots will end up if they follow a sequence of instructions



## Religious Education

- To understand that the Qur'an is a special book for Muslims
- To understand what happens at Ramadan
- To recognise that Eid-ul-Fitr is an important festival in the Islamic calendar
- To understand that Eid celebrates the end of Ramadan

## Personal Social Health Education

- Transition Activities to prepare for moving into Year 2
- Making mature and caring choices within our school environment

## Design Technology

*When designing and making, pupils should be taught to design purposeful, functional, appealing products for themselves and other users based on design criteria*

*Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]*

*Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics*

- Children design and create a model piece of playground equipment that is strong enough to hold its shape, can hold a model figure and moves effectively if applicable
- Children evaluate their models and consider possible improvements

## Music

*Use their voices expressively and creatively by singing songs and speaking chants and rhymes.*

*Play tuned and untuned instruments musically.*

*Listen with concentration to a wide variety of musical styles.*

- Exploring and developing an understanding of pitch
- Using the voice and body movements
- Recognising and performing pitch changes and contrasts
- Exploring and controlling dynamics, duration and timbre
- Responding to music through movement

## P.E

*Pupils should be taught to participate in team games, developing simple tactics for attacking and defending*

*Pupils should master basic movements including running, jumping and developing balance, agility and co-ordination*

- To develop jumping, running, balance and agility skills through our gymnastics sessions
- To participate in team games developing tactics for attacking and defending in outdoor games sessions.

# Captivating Kingston

## SUMMER 2

## CURRICULUM MAP

Copper Beech, Oak and Cedar  
Classes

## Role Play

- Kingston Tourist Information Centre

## Educational Visits

- Visit to Kingston – Historical Tour

## Geography

*Pupils should be taught to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, harbour and shop*

*Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map*

*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key*

*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.*

## History

*Pupils should be taught about:*

*Significant historical events, people and places in their own locality.*

*Events beyond living memory that are significant nationally or globally*

*The lives of significant individuals in the past who have contributed to national and international achievements*

- Understand that Kingston was the place where Saxon kings were crowned upon the Coronation Stone
- Look at uses of Kingston in the past – including market town, fisheries in Domesday Book,
- Look at the life and work of Eadweard Muybridge – born in Kingston

Please also refer to the **Home Learning Grid** for home learning activity ideas linked to our curriculum.

**Weekly Overviews** are displayed in classroom windows, indicating the learning aspects planned for each week.

