

Mathematics

Number: Number and Place Value

Numbers to 100

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers from 1 to 20 in numerals and words
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Identify, represent and estimate numbers to 100 using different representations
- Given a number, identify one more and one less
- Read and write numbers to at least 100 in numerals and in word

Number: Addition and Subtraction

Adding and subtracting within 100

- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 100, including zero
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$



Battlements and Banquets

SUMMER 1

CURRICULUM MAP

Copper Beech, Oak and Cedar
Classes

Science

Growing Plants

- Identify and name a variety of common wild and garden plants
- Learn that growing plants need to be treated with care
- Make careful observations of plants
- Understand that plants have leaves, stems and flowers
- Recognise that plants provide food for humans
- Understand that plants need water to grow
- Understand that green plants need light to grow

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

- Listen to the Legend of Saint George and the Dragon
 - Recognise the differences between non-fiction and fiction texts
 - Identify the main events and characters in stories
- 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

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events
- Writing for different purposes

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

Learn alternative graphemes-

oi/oy, ow/ou, ear/ere/eer, air/are/ear, or/aw/au/ore, ur/ir/er

Spell Common Exception Words including:

I'm time about day says today made came make saw

Computing

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

- Recognise the importance of uniformity of instructions and measurement.
- Recognise the importance of precision in instructions.

Using Purple Mash/JiT programs to explore technology and the technological processes to achieve an end goal

Religious Education

- Recognise that different religious groups use special books/texts
- Consider what it means to treat something with respect
- Identify the Torah and its relevance to Jews
- Learn stories that are found in the Bible
- Acknowledge that the Bible is a special book for Christians, it contains both the Old and the New Testament
- Identify the Qur'an and its relevance to Muslims
- Learn that the Qur'an is the special book for Muslims and it is written in Arabic - the words of Allah to Muhammad.
- Discuss how to prepare the body for reading/ listening/ praying.
- Contemplate the question –
Why is it important to respect other people's religions?

Personal Social Health Education

- British Values – integrated through everyday classroom practice in all lessons.

P.E

- **Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.**
- Games – develop partner work/interaction in small groups
- **Perform dances using simple movement patterns**
- *Learn various country dances to demonstrate to the other class at our end of term banquet.*

Geography

Locational Knowledge

- Begin to name and locate the world's seven continents and five oceans of the world.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Scotland, Ireland, Wales, England.

Place Knowledge

- Locate castles in Great Britain

Geographical skills and fieldwork

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features – Identify why castles were built where they were built.

History

- Recognise and name different parts of a castle and identify their purposes
- Learn about the role of a mediaeval knight

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.

Battlements and Banquets

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Art

- **Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**
- **Study 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**

Study the painting Penelope and her Suitors – by Pintoricchio

Develop collage work by:

- Responding to the work of Andy Goldsworthy.
- Tearing, overlapping and sticking materials.
- Responding to the work of Richard Long.
- Identifying what we might change in our current work.
- Responding to the work of the artist Patrick Heron.
- Identifying hot and cold colours, selecting, sorting and sticking to reflect the work of Patrick Heron
- Recording from our imagination and exploring ideas
- Representing our ideas and feelings.
- Selecting and sorting between contrasting materials
- Discussing and developing our work as it progresses.

Role Play

- Castle
- Castle grounds small world

Educational Visits

- Hever Castle – 11th May 2017

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.

