



# FIVE A DAY!

## Year 1 Summer Curriculum Overview



### Programme of study

In this theme, children will have the opportunity to:

Speaking and Listening		Reading – Word Reading	
	Listen and respond appropriately to their peers <b>(SL1)</b>		Apply phonic knowledge and skills as the route to decode words <b>(R1)</b>
	Ask relevant questions to extend their understanding and knowledge <b>(SL2)</b>		respond speedily with the correct sound to graphemes (letter or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <b>(R2)</b>
	Use relevant strategies to build up their vocabulary <b>(SL3)</b>		Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <b>(R3)</b>
	Articulate and justify answers, arguments and opinions <b>(SL4)</b>		Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <b>(R4)</b>
	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <b>(SL5)</b>		Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings <b>(R5)</b>
	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <b>(SL6)</b>		Read other words of more than one syllable that contain taught GPCs <b>(R6)</b>
	Use spoken language to develop understanding through speculating, hypothesising and debates <b>(SL7)</b>		Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <b>(R7)</b>
	Speak audibly and fluently with an increasing command of Standard English <b>(SL8)</b>		Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words <b>(R8)</b>
	Participate in discussions, presentations, performances, role play, improvisations and debates <b>(SL9)</b>		Re-read these books to build up their fluency and confidence in word reading <b>(R9)</b>
	Gain, maintain and monitor the interest of the listener(s) <b>(SL10)</b>	Reading - Comprehension	
	Consider and evaluate different viewpoints, attending to and building on the contributions of others <b>(SL11)</b>		<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <b>(RC1)</b></li> <li>• being encouraged to link what they read or hear read to their own experiences <b>(RC2)</b></li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <b>(RC3)</b></li> <li>• recognising and joining in with predictable phrases <b>(RC4)</b></li> <li>• learning to appreciate rhymes and poems, and to recite some by heart <b>(RC5)</b></li> <li>• discussing word meanings, linking new meanings to those already known <b>(RC6)</b></li> </ul>
	Select and use appropriate registers for effective communication <b>(SL12)</b>		<p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher <b>(RC7)</b></li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading <b>(RC8)</b></li> <li>• discussing the significance of the title and events <b>(RC9)</b></li> <li>• making inferences on the basis of what is being said and done <b>(RC10)</b></li> </ul>

		<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far <b>(RC11)</b></li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say <b>(RC12)</b></li> <li>• explain clearly their understanding of what is read to them. <b>(RC13)</b></li> </ul>
<b>Writing</b>		<b>Mathematics</b>
	<p><b>Spell:</b></p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught <b>(W1)</b></li> <li>• common exception words <b>(W2)</b></li> <li>• the days of the week <b>(W3)</b></li> </ul> <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order <b>(W4)</b></li> <li>• using letter names to distinguish between alternative spellings of the same sound <b>(W5)</b></li> </ul> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• -s or -es <b>(W6a)</b>, prefix un- <b>(W6b)</b>, using -ing, -ed, and -est <b>(W6c)</b></li> </ul> <p>Apply simple spelling rules and guidance, as listed. <b>(W7)</b> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <b>(W8)</b></p>	<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number <b>(MA1)</b></li> <li>• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens <b>(MA2)</b></li> <li>• given a number, identify one more and one less <b>(MA3)</b></li> <li>• 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 <b>(MA4)</b></li> <li>• read and write numbers from 1 to 20 in numerals and words. <b>(MA5)</b></li> </ul>
	<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly <b>(W9)</b></li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place <b>(W10)</b></li> <li>• form capital letters <b>(W11)</b></li> <li>• form digits 0-9 <b>(W12)</b></li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <b>(W13)</b></li> </ul>	<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs <b>(MA6)</b></li> <li>• represent and use number bonds and related subtraction facts within 20 <b>(MA7)</b></li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero <b>(MA8)</b></li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>. <b>(MA9)</b></li> </ul>
	<p><b>Composition:</b> write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about <b>(W14)</b></li> <li>• composing a sentence orally before writing it <b>(W15)</b></li> <li>• sequencing sentences to form short narratives <b>(W16)</b></li> <li>• re-reading what they have written to check that it makes sense <b>(W17)</b></li> <li>• discuss what they have written with the teacher or other pupils <b>(W18)</b></li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher. <b>(W19)</b></li> </ul>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• 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. <b>(MA10)</b></li> </ul>
<b>Writing – Vocabulary, Grammar and Punctuation</b>		<b>Fractions</b>
	<p>Pupils should be taught to: Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>• leaving spaces between words <b>(W20)</b></li> <li>• joining words and joining clauses using 'and' <b>(W21)</b></li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <b>(W22)</b></li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <b>(W23)</b></li> <li>• learning the grammar for year 1 in English Appendix 2 <b>(W24)</b></li> </ul>	<ul style="list-style-type: none"> <li>• recognise, find and name a half as one of two equal parts of an object, shape or quantity <b>(MA11)</b></li> <li>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <b>(MA12)</b></li> </ul>

	<p>Use the grammatical terminology in English Appendix 2 in discussing their writing. <b>(W25)</b></p>	<p><b>Measurement</b> compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] <b>(MA13)</b></li> <li>mass/weight [for example, heavy/light, heavier than, lighter than] <b>(MA14)</b></li> <li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] <b>(MA15)</b></li> <li>time [for example, quicker, slower, earlier, later] <b>(MA16)</b></li> </ul> <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>lengths and heights <b>(MA17)</b></li> <li>mass/weight <b>(MA18)</b></li> <li>capacity and volume <b>(MA19)</b></li> <li>time (hours, minutes, seconds) <b>(MA20)</b></li> </ul> <p>recognise and know the value of different denominations of coins and notes <b>(MA21)</b></p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] <b>(MA22)</b></p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years <b>(MA23)</b></p> <p>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <b>(MA24)</b></p>
		<p><b>Geometry – Properties of shape</b> recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> <li>2-D shapes [for example, rectangles (including squares), circles and triangles] <b>(MA25)</b></li> <li>3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <b>(MA26)</b></li> </ul>
		<p><b>Geometry – Position and Direction</b> describe position, direction and movement, including whole, half, quarter and three-quarter turns. <b>(MA27)</b></p>
<p><b>Science</b></p>		<p><b>Computing</b></p>
	<p><b>Plants</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <b>(SC1)</b></li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees. <b>(SC2)</b></li> </ul>	<p>Understand what algorithms are; how they are implemented as programmes on digital device; and that programs execute by following precise and ambiguous instructions. <b>(COM1)</b></p>
	<p><b>Plants</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants <b>(SC17)</b></li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <b>(SC18)</b></li> </ul>	<p>Create and debug simple programs <b>(COM2)</b></p>
		<p>Use logical reasoning to predict the behaviour of simple programs <b>(COM3)</b></p>

			Use technology purposefully to create, organise, store, manipulate and retrieve digital content <b>(COM4)</b>
			Recognise common uses of information technology beyond school <b>(COM5)</b>
			Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <b>(COM6)</b>
<b>History</b>		<b>Geography</b>	
	Pupils should be taught about: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <b>(HI1) – Food fads/ changes in eating habits that have developed during their lifetime/ last 10 years, eg. Gluten-free (2010), Cupcakes (2011), Frozen yoghurt (2012)</b>		<b>Link to Food Origins</b> <b>Locational knowledge</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans <b>(GE1)</b></li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <b>(GE2)</b></li> </ul>
	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] <b>(HI2)</b> <b>eg. Food trends of the 20<sup>th</sup>/21<sup>st</sup> century and earlier, inventions of kitchen appliances which have changed eating habits – eg. Fridge/freezers/microwaves, takeaways, etc.</b>		<b>Place knowledge</b> <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 <b>(GE3)</b></li> </ul>
	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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] <b>(HI3) – eg. Sir Francis Bacon (study of freezing meat), Clarence Birdseye (creator of the frozen food industry), W.K.Kellogg (creator of the dry cereal industry), Louis Pasteur (method of heating food to kill bacteria), Dr J.S Pemberton (developer of coca cola), Jamie Oliver (drove changes to school meals)</b>		<b>Human and physical geography</b> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>(GE4)</b></li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b>(GE5)</b></li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <b>(GE6)</b></li> </ul>
	Significant historical events, people and places in their own locality. <b>(HI4)</b> <b>eg. Growth of the supermarket/ food industry in Yorkshire – Morrisons (Bradford), Asda (Leeds), M&amp;S (Leeds), etc. Local fresh food providers and their history eg. Keelham Farm Shop, Asa Nicholson Bakery, etc.</b>		<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <b>(GE7)</b></li> <li>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 <b>(GE8)</b></li> <li>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 <b>(GE9)</b></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. <b>(GE10)</b></li> </ul>
<b>Art &amp; Design</b>		<b>Design &amp; Technology</b>	
	Pupils should be taught:		<b>Design</b>

	To use a range of materials creatively to design and make products. <b>(AR1)</b>		Pupils should be taught to: design purposeful, functional, appealing products for themselves and other users based on design criteria <b>(DT1)</b> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <b>(DT2)</b>
	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <b>(AR2)</b>		<b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <b>(DT3)</b> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <b>(DT4)</b>
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <b>(AR3)</b>		<b>Evaluate</b> explore and evaluate a range of existing products <b>(DT5)</b> evaluate their ideas and products against design criteria <b>(DT6)</b>
	To know 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. <b>(AR4)</b>		<b>Technical knowledge</b> build structures, exploring how they can be made stronger, stiffer and more stable <b>(DT7)</b> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <b>(DT8)</b>
			<b>Cooking and Nutrition</b> Pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes <b>(DT20)</b> understand where food comes from. <b>(DT21)</b>
<b>PE</b>		<b>PSHCE</b>	
	<b>Summer 1 - Send and Return – Unit 1 &amp; 2</b> <b>Summer 2 - Athletics</b> Pupils should be taught to: 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 <b>(PE1)</b> Participate in team games, developing simple tactics for attacking and defending <b>(PE2)</b>		
<b>Music</b>		<b>RE</b>	
	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes <b>(MU1)</b>		<b>Why do we care?</b> To identify people they care about. Explore ways in which people care for others.
	Play tuned and untuned instruments musically <b>(MU2)</b>		Listen to stories (Christian and Muslim) that encourage caring and explore ways people follow these examples.
	Listen with concentration and understanding to a range of high-quality live and recorded music <b>(MU3)</b>		Talk and ask questions about how they can care for others.
	Experiment with, create, select and combine sounds using the inter-related dimensions of music. <b>(MU4)</b>		<b>What does it mean to belong to a church or mosque?</b> Know what it means to belong. Understand that symbols have meanings.

		Recognise and talk about some Christian and Muslim symbols.
		Talk about what makes a place special. Name a church and a mosque as a special place for Christians and Muslims. Explore the idea that all churches/ mosques do not look the same.
		Learn that Sunday is a special day for Christians, when they meet together as a community.
		Find out what some Christians do at church to show they belong.
		How do some Muslims show that they belong by what they wear?
		Learn about Muslim prayer and name the objects used in Muslim prayer.
		Identify some important parts of a church and why there are important. Explore what goes on inside a church. Think about why people want to belong to the church.
		Explore what goes on inside a church or a mosque. Think about why people want to belong to the church / mosque. Compare what it means to belong to a church and a mosque.