



# ST TERESA'S CATHOLIC PRIMARY SCHOOL

## YEAR 1 SUMMER TERM CURRICULUM PLAN

*Illuminated by the light of Christ and grounded in love, we grow together, on our journey of discovery and learning.*

RE	ENGLISH	MATHS	SCIENCE
<p>Come and See</p> <p>Holidays and Holydays</p> <ul style="list-style-type: none"> <li>Holidays are days to be happy; Pentecost is a holy day, the feast of the Holy Spirit.</li> </ul> <p>Being sorry</p> <ul style="list-style-type: none"> <li>We have choices; God helps us to choose well and be sorry; God forgives us.</li> </ul> <p>Neighbours</p> <ul style="list-style-type: none"> <li>Neighbours are all around; everyone is our neighbour and is loved by God.</li> </ul>	<p>Stories from other cultures</p> <ul style="list-style-type: none"> <li>Children will be able to make predictions based on what they have read and respond in role as a character and infer character feelings.</li> <li>Children will be able to create own story maps/plans with events in order; respond in role as a character and infer character feelings and orally re-tell their innovated story.</li> <li>Children will be able to write a letter based on the shared text which includes text features and focus skills.</li> </ul> <p>Recounts</p> <ul style="list-style-type: none"> <li>Children will be able to use simple text features to write a recount of a class trip</li> </ul>	<p>Place value</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</li> <li>Count in multiples of 2s, 5s, 10s</li> <li>Given a number, identify one more and one less</li> <li>Addition and subtraction</li> <li>Solve one-step problems that involve addition and subtraction</li> <li>Use and recognise number bonds to 20</li> </ul> <p>Multiplication and division</p> <ul style="list-style-type: none"> <li>Recall and use doubles of all numbers to 10 and corresponding halves</li> <li>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects</li> </ul> <p>Fractions</p> <ul style="list-style-type: none"> <li>Understand that fraction can describe part of a whole</li> <li>Understand that a unit fraction represents one equal part of a whole</li> </ul>	<p>Plants</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p>Animals</p> <ul style="list-style-type: none"> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat).</li> <li>Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals.</li> </ul>
PE	ICT	HISTORY	GEOGRAPHY
<p>Athletics</p> <ul style="list-style-type: none"> <li>Run at fast and medium speeds. Repeat a short sequence of linked jumps. Throw a variety of objects changing their action for accuracy and distance.</li> </ul>	<ul style="list-style-type: none"> <li>Design and write programs to achieve specific goals, including solving problems</li> <li>Use logical reasoning</li> <li>Understand computer networks</li> <li>Use internet safely and appropriately</li> <li>Collect and present data appropriately</li> </ul>	<p>Houses and homes</p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between ways of life at different times</li> <li>Use some everyday terms about the passing of time such as 'a long time ago' and 'before'</li> </ul>	<p>The place where I live and play</p> <ul style="list-style-type: none"> <li>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</li> </ul>
ART/DT		MUSIC	PSHE
<p>Printing</p> <ul style="list-style-type: none"> <li>Build repeating patterns and recognise pattern in the environment.</li> <li>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.</li> </ul> <p>Fruity kebabs</p> <ul style="list-style-type: none"> <li>Develop a food vocabulary using taste, smell, texture and feel.</li> <li>Group familiar food products e.g. fruit and vegetables.</li> <li>Explain where food comes from.</li> <li>Cut, peel, grate, chop a range of ingredients.</li> </ul>		<p>Round and round</p> <p>Reflect, rewind, replay</p> <ul style="list-style-type: none"> <li>Play songs</li> <li>Play tuned and untuned music</li> <li>Listen and understand live and recorded music</li> <li>Make and combine sounds musically</li> </ul>	<p>Good to be me</p> <ul style="list-style-type: none"> <li>understanding feelings, and why and how they lead us to behave the way we do: excited, proud, surprised, hopeful, disappointed, worried and anxious;</li> <li>managing my feelings, relaxing, coping with anxiety;</li> </ul>