



Year One Curriculum Overview

Summer 1

The Seaside.

Coming up this half-term... a trip to the beach and the Volks Railway.



Literacy

- Can I re-tell stories about the seaside with a problem and a resolution?
- Can I write poems based on a seaside theme?
- Can I express views about a short film/story set in a seaside town?
- Can I identify that sounds have different spellings?
- Can I join letters in the cursive script?



Science

- Can I name some plants in the school grounds?
- Can I observe what happens when seeds grow and record my observations?
- Can I say which parts of plants we eat?
- Can I look at a variety of fruits and create careful observational drawings?
- Can I create a fantasy plant and the conditions needed for its growth?



Can you try to share these 'Can I' statements with your child at home?

PSHE

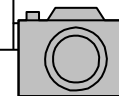


'Relationships'.

- Can I say the people who are important to me?
- Can I tell you something that has made me feel jealous?
- Can I tell when I am proud or jealous?
- Can I think of ways that make me feel better when I feel hurt without hurting others?

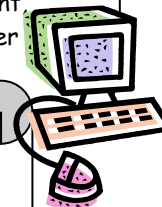
Maths

- Can I count, read and write numbers to 100?
- Can I count in different multiples including ones, twos, fives and tens?
- Can I identify and represent numbers using objects and pictorial representations including the number line?
- Can I use the language of: equal to, more than, less than (fewer), most, least?
- Can I read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs?
- Can I use number bonds and related subtraction facts within 20?
- Can I recognise and name common 2-D and 3-D shapes?
- Can I describe position, direction and movement, including whole, half, quarter and three-quarter turns?



Computing

- Can I use a digital camera or camera app to take digital photographs of seaside objects?
- Can I review and reject or pick the images I take?
- Can I edit and enhance my photographs?
- Can I select my best images to include in a shared portfolio?





Music

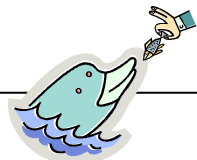
- Can I make continue to make loud and quiet sounds by changing the dynamics of my music?
- Can I read and use loud and quiet symbol cards during musical games and when composing?
- Can I learn and play a range of musical games and songs about the Seaside?



PE



- Can I steer a ball along the ground with a bat in a controlled way?
- Can I balance a ball on a bat when standing still or walking?
- Can I hit a ball with a bat, upwards and downwards?
- Can I send a ball for a partner to catch or receive?
- Can I practise skipping with a rope?
- Can I play individual and co-operative target games?
- Can I explore and refine a variety of body actions?
- Can I sequence body actions into a phrase?
- Can I explore high, middle and low levels and straight and curved pathways?
- Can I perform, observe and evaluate dance work?



DT

- Can I design a page with a moving part for a class seaside book?
- Can I make a collaborative moving picture with a lever and a slider?
- Can I collaborate on a class book about the seaside using moving parts and 'lift the flaps'?

RE

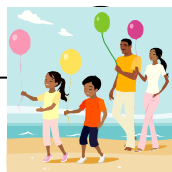
- Can I understand what it means to be a leader and what makes a good leader?
- Can I understand what made Jesus a religious teacher/leader?
- Can I understand how Saint Francis cared for his community?
- Can I retell the story of Moses in the bulrushes and think about why he was a good leader?

Art

- Can I use a range of materials and techniques in the style of Eric Carle to create seaside pictures?
- Can I make an observational drawing of seaside objects?
- Can I work collaboratively to create a group collage inspired by seaside objects?

Geography

- Can I explore our local area- a city by the sea?
- Can I talk about places I have been to and how I got there?
- Can I describe the geographical features and tourist attractions of a seaside town?
- Can I say how a place could be improved?
- Can I draw a map and a plan of a place I have visited?
- Can I compare Brighton seafront with our local area?



Most children will achieve these outcomes by the end of the topic, some may go beyond, others may be working towards them. We will ensure the curriculum is differentiated to meet the needs of all children.