



OVERCHURCH INFANT SCHOOL

YEAR ONE SUMMER TERM CURRICULUM 2020-21

As Speakers and Listeners:

- *listen and respond appropriately to others
- *ask relevant questions to extend my understanding and knowledge
- *use different strategies to build vocabulary

As Readers:

- *read books aloud, accurately, that are consistent with my developing phonic knowledge and **that do not require any other strategies to work out words**
- *re-read books for fluency and understanding
- *respond speedily with the correct phoneme (sound) to grapheme (letters) for all 40+ phonemes
- *read accurately by blending sounds in unfamiliar words containing sounds and letters that have been taught
- *read common exception words
- *read words with more than syllable if they contain known sounds and letters
- *name the letters of the alphabet in order
- *use letter names to distinguish between alternative spellings of the same sound
- * retell key stories, fairy stories and traditional tales
- *enjoy rhymes/poems and can recite some by heart
- *discuss word meanings, linking new meanings to those I already know
- * participate in discussion about what is read, taking turns and listening to what others say
- *discuss the significance of the title and events

As Writers:

- *sit correctly at a table, holding a pencil comfortably and correctly
- *form lower-case letters in the correct direction, starting and finishing in the right place
- *form capital letters and digits 0-9
- *understand which letters belong to which handwriting 'families' and practise them regularly
- *spell words containing each of the 40+ phonemes
- *spell common exception words and days of week
- *use the spelling rule for adding -s or -es as the plural for nouns
- *write from memory simple sentences dictated by the teacher
- *write a sentence/sentences by composing a sentence orally before writing
- * sequence sentences to form short narratives
- *re-read what is written to check that it makes sense
- *read my writing aloud, clearly enough to be heard by others
- *leave spaces between words
- *join words using 'and'
- * join clauses using 'and'
- *punctuate sentences using a capital letter and a full stop
- *punctuate sentences using a capital letter and a question mark
- *use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

As Mathematicians:

Place value within 50, then 100.

- Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts

Addition and Subtraction within 20-

- Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =
- Count within 100, forwards and backwards, starting with any number

Multiplication and division

- Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers
- 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

Time

- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Money

- recognise and know the value of different denominations of coins and notes

<p>As Scientists: *distinguish between an object and the material from which it is made *identify and describe a variety of everyday materials, including wood, plastic, glass, water and rock *compare and group together a variety of everyday materials on the basis of their physical properties *observe seasonal changes. *observe and describe weather associated with the seasons and how day length varies.</p>	<p>As Computing Scientists: Control and Programming Code-a-pillar Jam Sandwich Box Island BlueBot A.L.E.X</p> <p>Modelling, Simulating and Data logging Plant Identifier BBC Science Infant Encyclopaedia Growing Simulation Google Earth</p>	<p>As Historians: *identify similarities and differences between ways of life at Chester Zoo in different periods -understand some of the ways in which we find about the past and identify different ways in which it is represented - understand where the people and events they study fit within a chronological framework -learn about the significance of George Mottershead and his family by asking and answering questions -use a wide vocabulary of historical terms</p>	<p>As Geographers: *use simple fieldwork and observational skills to study the geography of their school and its grounds, and they key human and physical features of its surrounding environment and local area *use basic geographical vocabulary to refer to key physical & human features *use world maps, atlases and globes to identify the United Kingdom and its place in the World *know the four countries of the United Kingdom and their capital cities</p>	<p>As Musicians: *able to use their voices expressively and creatively by singing songs and speaking chants and rhymes *able to listen with concentration and understanding to a range of high-quality live/ recorded music *play tuned and untuned instruments musically *experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
<p>Key Vocabulary: object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, properties, hard, soft, stretchy, stiff, bendy, (not bendy), floppy, waterproof, (and not) absorbent, (and not) breaks/tears, rough, smooth, shiny, dull, see through (and not)</p>	<p>Key Vocabulary: program, code, debug, sequences, green screen, app, e-safety, web link, QR code, images, text</p>	<p>Key Vocabulary: past, present, similar, different, years, history, documentary, sources, timeline</p>	<p>Key Vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour, shop, lighthouse, windmill, church, map, atlas, globe, sea, ocean, United Kingdom, city, capital, river, world,</p>	<p>Key Vocabulary: pitch, pulse, rhythm, dynamics, tempo, timbre, texture, intro, verse, outro, compose, coda</p>
<p>As Artists: *explore different textures *observe, discuss and create patterns *mix primary colours together to make secondary colours and shades *experiment with relief printing *be inspired by paintings of the African artist, Tinga Tinga. *begin to evaluate their work</p>	<p><u>For spiritual and moral development, children will be learning about:</u> *The creation of our planet - How did our world begin? What do Christians believe about how the world was created? Bible events *Our planet - What is our World like? What harms our environment? What can we do to look after our world? How can we show we care about the world we live in?</p>	<p><u>Enhancements, Visits & Key Dates:</u> World Book Night - 23rd April National Share a Story Month - May Children’s Book Week - 3rd May NSPCC Number Day - 7th May Pyjamarama Reading Day - 14th May Walk to School Week - 18th May Garden Wildlife Week - 31st May World Environment Day - 5th June World Oceans Day - 8th June Overchurch Celebrating Writing - 21st June Children’s Art Week - 28th June Clean Beaches Week - 1st July</p>	<p>As Respectful Responsible Citizens: *mental well-being - being Safe – keeping secrets and “nice surprises” *dental health *importance of good quality sleep *benefits of hobbies/outdoor play *How the RNLI can support us in keeping ourselves safe. *discuss good and not so good feelings and emotions – <i>nervousness, happiness, anger etc</i></p>	<p>As Design Technologists: *design purposeful products after evaluating a range of existing products *plan their product by talking and drawing and using templates *select from and use a wide range of equipment, textiles and materials to perform practical tasks (cutting, shaping, joining, finishing)</p>
<p>Key Vocabulary: texture, pattern, colour, shade, relief printing, print, textile</p>	<p>Key Vocabulary: world, planet, Christianity, creation, bible, Old/New testament, environment, care, responsibility, action</p>	<p>Key Vocabulary: safe, secrets, sharing, hygiene, cleanliness, unclean, decay, drown, lifeboat, lifejacket, nature, recycling</p>	<p>Key Vocabulary: safe, secrets, sharing, hygiene, cleanliness, unclean, decay, drown, lifeboat, lifejacket, nature, recycling</p>	<p>Key Vocabulary: design, make, template, evaluate, textiles, fabric, joining, shaping, cutting, finishing</p>