

Year 1—Curriculum Map—Summer 2

Literacy	Maths	Science	Geography	DT
<p>Transcription Revisit the prefix 'un'. To be able to form lowercase letters in the correct direction starting and finishing in the correct place. Continue to punctuate sentences using a capital letter, full stop and question mark. Capital letters for names and places. Revisit the use of –er and –est. Use of the exclamation mark.</p> <p>Composition Joining words and clauses using 'and'. Leave space between words. Continue to punctuate sentences using a capital letter, full stop, question mark and exclamation mark. Learn to appreciate rhymes and poems and to recite some by heart.</p>	<p>Place value numbers to 100- count to 100, partition numbers, compare numbers, order numbers and identify one more and on less than different numbers.</p> <p>Money- recognise coins and notes. Counting in coins.</p> <p>Time- sequence events, dates, times to the hour and half hour, write times and compare time.</p>	<p>Seasonal Change In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again. The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer. The change in weather causes many other changes. Some examples are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people.</p>	<p>Why do we love being beside the seaside so much? Know the difference between the physical and human geographical features of the sea-side, countryside and towns and cities and understand the terms 'coast', 'rural' and 'urban'. Be able to name a range of different physical features of coastlines. Explain why the seaside is such an attractive place for people to visit. Know why it is important that seaside environments are conserved. Know different ways in which people can impact negatively on or pollute seaside environments. Know how seaside holidays in the United Kingdom have changed within living memory.</p>	<p>Fruit Salad To understand the difference between fruits and vegetables. To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). To know that a fruit has seeds and a vegetable does not. To know that fruits grow on trees or vines. To know that vegetables can grow either above or below ground. To know that vegetables can come from different parts of the plant. To be able to chop fruit and vegetables safely to make a fruit salad.</p>
Music	Computing	RE	French	PSHE
<p>Reflect, Rewind, Replay To know 5 songs by heart, and know what they're about. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. To confidently sing or rap five songs from memory and sing them in unison. Play a tuned instrumental part with the song they perform. To learn the names of the instruments they play. To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To be able to create a simple melody using one, two or three notes. (C, D, and/or G or E)</p>	<p>Digital Sound Be able to explore making simple sounds. Be able to explore a range of electronic music and sound devices and software. Combine layers of sound to compose a simple tune with a beat. Create images to accompany a soundtrack. Import sound files to create multimedia pages. Create a soundtrack that matches the mood of an image. Understand that sound can be recorded and edited digitally.</p>	<p>Buddhism What can we find out about Buddha? How is Buddha special to Buddhists? <u>Belief:</u> Importance of the natural world. <u>Authority:</u> Introduction to Buddhist teaching – compassion, respect for living things, no stealing or telling lies. <u>Expressions of Belief:</u> Symbols and aids to worship, e.g. prayer beads, prayer wheels and flags, lotus flower. <u>Impact of Belief:</u> Belonging and commitment demonstrated in ordained communities through special clothing, shaven head, alms bowl.</p>	<p>Superheroes Recognise, recall, and remember the six colours presented in this unit in French. Recognise and remember the high frequency verbs 'I am called', 'I have', 'I live', 'I am' and 'I am able'. Present and describe ourselves as a superhero. Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words and phrases we have learnt in French long term and with accurate and authentic pronunciation.</p>	<p>Changing Me Understand the everyone is unique and special. Express how they feel when change happens. Understand and respect the changes that they see in themselves. Understand and respect the changes that they see in other people. Know who to ask for help if they are worried about change.</p>