

# Curriculum Implementation: Year group \_\_1\_\_

When:	Summer 1 Growing
Theme:	Summer 2 Health and well-being
Science	<p><b><u>ASKING QUESTIONS AND CARRYING OUT FAIR AND COMPARATIVE TESTS</u></b></p> <p>Performing simple tests. Children can:</p> <ul style="list-style-type: none"><li>a explore the world around them, leading them to ask some simple scientific questions about how and why things happen;</li><li>b begin to recognise ways in which they might answer scientific questions;</li><li>c ask people questions and use simple secondary sources to find answers;</li><li>d carry out simple practical tests, using simple equipment;</li><li>e experience different types of scientific enquiries, including practical activities;</li></ul> <p>talk about the aim of scientific tests they are working on</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p><b><u>DRAWING CONCLUSIONS, NOTICING PATTERNS AND PRESENTING FINDINGS</u></b></p> <ul style="list-style-type: none"><li>a notice links between cause and effect with support;</li><li>b begin to notice patterns and relationships with support;</li><li>c begin to draw simple conclusions;</li></ul> <p><b><u>IDENTIFYING, CLASSIFYING, RECORDING AND PRESENTING DATA</u></b></p> <p><b>Identifying and classifying.</b></p> <p>Gathering and recording data to help in answering questions. Children can:</p> <ul style="list-style-type: none"><li>a use simple features to compare objects, materials and living things;</li><li>b decide how to sort and classify objects into simple groups with some help;</li><li>c record and communicate findings in a range of ways with support;</li></ul> <p>sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables.</p> <p>Using their observations and ideas to suggest answers to questions.</p>

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	<p><b>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees;</b>  <b>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</b>  <b>Observe how plants grow, what do they need?</b>  <b>Which plants can we see around school?</b></p>
Reading	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• I can apply phonic knowledge and skills as the route to decode words.</li> <li>• I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>• I can read other words of more than one syllable that contain taught GPCs.</li> <li>• I can read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).</li> <li>• I can read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>• I can reread these books to build up their fluency and confidence in word reading.</li> </ul> <p>Phonics: Phonics: Summer 1: extended code, units 15-19. Summer 2: extended code, units 20-23            Reading Comprehension: I can make inferences based on what is being said or done. (Diaries and instructions)</p>
Writing	<p>I understand how words can combine to make sentences.</p> <p>I can write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what I am going to write about</li> <li>• composing my sentence orally before writing it</li> </ul>

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	<ul style="list-style-type: none"> <li>re-reading what I have written to check that it makes sense</li> </ul> <p>Phonics: Summer 1: extended code, units 15-19. Summer 2: extended code, units 20-23</p> <p>Diaries and instructions</p> <p><b><u>Handwriting</u></b></p> <p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>
<b>Maths</b>	<p>Count, read and write numerals within/beyond 20.</p> <p>Multiplication and division (arrays)</p> <p>Counting in 5's/10's.</p> <p>Days/months – daily calendar</p> <p>Money – recognition and problem solving</p> <p>Measurement – length and height (jasper's beanstalk), capacity and volume</p> <p>Time - sequencing (jasper's beanstalk/instructions), clocks.</p> <p>Fractions (revisit)</p>
<b>SPaG</b>	<p>Spelling - Phonics: Summer 1: extended code, units 15-19. Summer 2: extended code, units 20-23</p> <p>Using finger spaces when writing</p> <p>Using capital letters and full stops when writing</p> <p>Recognising and naming capital letters</p> <p>Using exclamation marks and question marks correctly when writing</p> <p>Using 'and' to join clauses.</p>
<b>Geography</b>	<p>I can name and locate the world's seven continents.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand eg compare, differences, similarities, population, culture,</p> <p>I can use world maps, atlases and globes to identify the countries and continents studied at this key stage.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand eg record, observe, map, key, position, route, journey, human physical</p>

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	<p>I can compare the UK with a contrasting country in the world.</p> <p>Where does our fruit come from? Look at food packaging. Why can't we grow certain fruits in the UK? Compare UK to banana growing country eg Costa Rica – which features are similar/different?</p>
<b>Art</b>	<p>Painting</p> <p>I can name the primary and secondary colours; I can experiment with different brushes (including brushstrokes) and other painting tools; I can mix primary colours to make secondary colours; I can add white and black to alter tints and shades; I can describe the work of famous, notable artists and designers; I can express an opinion on the work of famous, notable artists; I can use inspiration from famous, notable artists to create my own work and compare.</p> <p><b>Explore colour mixing</b> <b>Look at work of Mondrian and Kandinsky.</b> <b>Create own art work using features of these artists.</b></p>
<b>History</b>	<p>I can find out about the lives of significant individuals in the past who have contributed to national and international achievements. I can observe and use pictures, photographs and artefacts to find out about the past. I can recognise some similarities and differences between the past and the present.</p> <p><b>Florence Nightingale – who was she and what did she do?</b> <b>Why was she important?</b> <b>Why should we remember her and how has she influenced the present day?</b></p>
<b>D.T.</b>	<p>I can use my knowledge of existing products and my own experience to help generate my ideas. I can design products that have a purpose and are aimed at an intended user. I can explain how my products will look and work, through talking and simple annotated drawings. I can work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</p>

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	<p>I can follow a simple plan with support.            I can begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations            I can follow a simple plan or recipe with support.            I can use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures.</p> <p><b>How to make a fruit salad</b>  <b>Taste unfamiliar fruits – which do you like/not like?</b>  <b>Create own recipe</b>  <b>Prepare fruit salad using recipe</b></p>
Music	Charanga Music scheme units 5 and 6
R.E.	<p><b>Agreed Wigan Syllabus</b>            Unit 5:            To enable pupils to conduct an enquiry into stories about Jesus.            Unit 6:            To conduct an enquiry into what it means to be part of a Jewish family.</p>
P.E.	<p>I can explore and experiment with equipment and find different ways to throw, catch and kick.            • I am starting to participate in small team games.</p> <p>Sports day practice.</p>
P.S.H.E.	

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<p><b>Personal Development</b></p>	<p><b>Physical health and Mental Wellbeing</b>          Keeping healthy; food and exercise; hygiene routines; sun safety/being safe with medicines.  <i>What does it mean to be healthy?</i>          PoS Refs: H1, H2, H3, H5, H8, H9, H10</p> <p><b>Growing and changing</b>          Recognising what makes them unique and special; feelings; managing when things go wrong  <i>What makes me special?</i>          PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p> <p><b>Keeping safe</b>          How rules and age restrictions help us; keeping safe online  <i>What does it mean to stay safe online?</i>          Pos Refs: H28 H34</p> <p><b>Media literacy ad digital resilience</b>          Using the internet and digital devices; communicating online  <i>How do I stay safe online?</i>          PoS Refs: L7, L8</p>
<p><b>Computing</b></p>	<p><b>Data</b></p> <ul style="list-style-type: none"> <li>I can record tally and number counts <b>electronically to produce a bar chart or other representative graph.</b></li> </ul> <p><b>Create graphs of favourite fruits.</b></p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>I can sort sound, pictures and text. (1.2) I can add sound, pictures and text to a program such as 2Create a Story. (1.6)</li> <li>I can change content on a file such as text, sound and images. (1.3, 1.6, 1.7, 1.8)</li> <li>I can name my work. (1.2, 1.3, 1.6, 1.7, 1.8)</li> <li>I can save my work. (1.2, 1.3, 1.6, 1.7, 1.8)</li> <li>I can find my work. (1.2, 1.3, 1.6, 1.7, 1.8)</li> </ul> <p><b>Create poster/fact file about Costa Rica and/or Florence Nightingale.</b></p>
<p><b>P4C</b></p>	<p>Establish P4C rules          Encourage using reasons for statements – I think...because...          Build on ideas of others – I agree/disagree with...</p>

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	Enquiries – Treat others as you wish to be treated. Is this a good idea? Are there certain jobs for men/women?					