

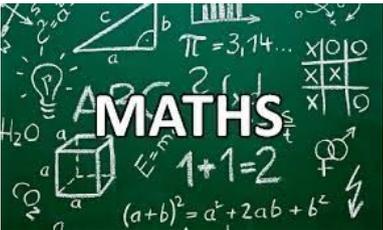


Proudly and joyfully, we love, live and learn as God's children

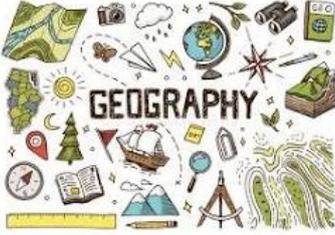
Year 1

Curriculum Overview for Summer Term 2024

Curriculum Subject and topic	Curriculum Objectives	What you can do to help your child...
<p>RE</p>  	<p><u>Easter</u> The children will learn that Easter celebrates the Resurrection of Jesus from the dead and will know the story of the women finding the empty tomb. They will be able to identify and explain the significance and symbolism of the Easter candle. They will also know that after the Resurrection the disciples told people about what they had seen and begin to understand the message of the Resurrection.</p> <p><u>Pentecost</u> The children will understand that the Holy Spirit is God and that Jesus promised to send the Holy Spirit when he went back to heaven. They will know the story of Pentecost and be able to describe how the disciples changed after receiving the Holy Spirit. They will also be able to identify and explain some of the symbols associated with the Holy Spirit and used in celebrations of Pentecost.</p>	<p>Find time for children to talk and discuss what they are grateful for.</p> <p>Encourage children to take time to reflect on feelings and what they are thankful for.</p> <p>Visit local churches, other places of worship</p>

<p>Literacy</p> 	<p><u>Instructions</u> <u>Poetry on a theme</u> <u>Labels and captions</u> <u>Informal letters</u> <u>Factfiles</u></p> <p>I understand what a sentence is and recognise sentences in my reading. I can say my sentences out loud. I can write sentences: re-reading what I have written to check that it makes sense. To understand how words can combine to make sentences. I can leave spaces between words. I am beginning to punctuate sentences using a capital letter, full stop. I can use capital letters for names of people, and the personal pronoun I. I understand the job of an adjective and am beginning to use them to create simple noun phrases.</p>	<p>Encourage children to find writing opportunities at home.</p> <p>Visit local libraries</p> <p>Look at a range of different leaflets, newspapers and articles.</p> <p>Interact and support phonics and writing homework.</p>
<p>Maths</p> 	<p><u>Shape</u></p> <p>Recognise and name common 2-D and 3-D shapes, including:- 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids <u>Number: Fractions</u></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity. recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p><u>Measuring Length</u></p> <p>Compare, describe and solve practical problems for: lengths [for example, long/short, longer/shorter]. Measure and begin to record the following: lengths.</p>	<p>Find time to interact with Maths homework.</p> <p>Allow children time to access Maths.com and Numbots.com.</p> <p>Find regular opportunities for children to solve maths problems.</p>

	<p>Use rulers and other tools to measure length and begin to record results using cm and m.</p> <p>Measurement: 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.</p> <p>Measurement: Money. Recognise and know the value of different denominations of coins and notes.</p>	
<p>Science</p> 	<p>Seasonal Changes: Spring/ Summer</p> <p>Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Organise days out to look at and discuss nature.</p> <p>Find time to explore local parks or woods to look at how nature is changing.</p>
<p>Computing</p> 	<p>Gather Data and Create Charts</p> <p>Use technology to organise and present my ideas in different ways.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Collect Photos and Paint Pictures Pt 2</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Allow children time to practice using a computer/laptop.</p> <p>Discuss computer safety regularly and ensure children know how to stay safe online.</p>

	<p>Recognise common uses of information technology beyond school Digital Literacy/Online-Safety.</p> <p>Use technology safely and respectfully.</p>	
<p>Geography</p> 	<p><u>Life in the City</u></p> <p>I can identify similarities and differences in the human and physical features of Edinburgh and Cape Town. I can identify similarities and differences in the human and physical features London, UK and Sisimiut, Greenland. I can compare the human and physical geography of London and Paris. I can ask and answer questions to help me compare and contrast London and Paris. I can identify similarities and differences in the human and physical geography of the UK and India. I can identify similarities and differences between England and Hawaii (a non- volcanic and volcanic area). I can compare two different countries and state their similarities and differences.</p>	<p>Visit local area and beyond.</p> <p>Look at a range of different photos online and our local area now compared to in the past.</p> <p>Visit local landmarks of significant importance.</p>
<p>Art</p> 	<p><u>Sculpture – Artist Frederic- Auguste Bartholdi</u></p> <p>1a- to use a range of materials creatively to design and make products.</p> <p>1b- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>1c- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>1d- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Visit local art galleries.</p> <p>Research Frederic Auguste Bartholdi online.</p> <p>Allow children time to create pieces of art at home.</p> <p>Watch a range of Youtube videos looking at the artist or similar artists.</p>

<p>Design Technology</p> 	<p><u>Moving Story book</u></p> <p>Create products using levers, wheels and winding mechanisms.</p> <p>Explore and evaluate a range of existing products.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles].</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Design purposeful, functional appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make products, refining the design as work progresses. Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Begin to evaluate their ideas and products against design criteria.</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas against design criteria.</p>	<p>Children can research how toys are made.</p> <p>Look at the inner workings of any toys that may have been damaged or do not work anymore.</p> <p>Watch a range of youtube videos that look at different mechanisms for toys and story books.</p>
<p>Citizenship</p>	<p>Dignity of Work Options for the poor and vulnerable</p>	

<p>PE</p> 	<p><u>Team Games</u> <u>Athletics</u></p>	<p>Encourage children to exercise regularly. Go for walks and trips out to the park to play sports. Watch a range of different sporting activities.</p>
 <p>Music</p>	<p><u>Your Imagination by Joanna Mangona</u> <u>Reflect, rewind and replay</u></p>	<p>Listen to music from Joanna Mangona online.</p>
<p>Life to the Full</p> 	<p><u>Module 3: Created to Live in Community</u> <u>Created to Live in Community</u></p> <p>Explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good</p>	

Exciting and engaging learning opportunities:	Details of home learning project:
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<p>Visit local parks/ eco parks to look at the environment.</p>	<p>Art project on the work of Frederic-Auguste Bartholdi.</p>
<p>Visit Birmingham Art gallery</p>	<p>Science – A collage showing the different seasonal changes.</p>