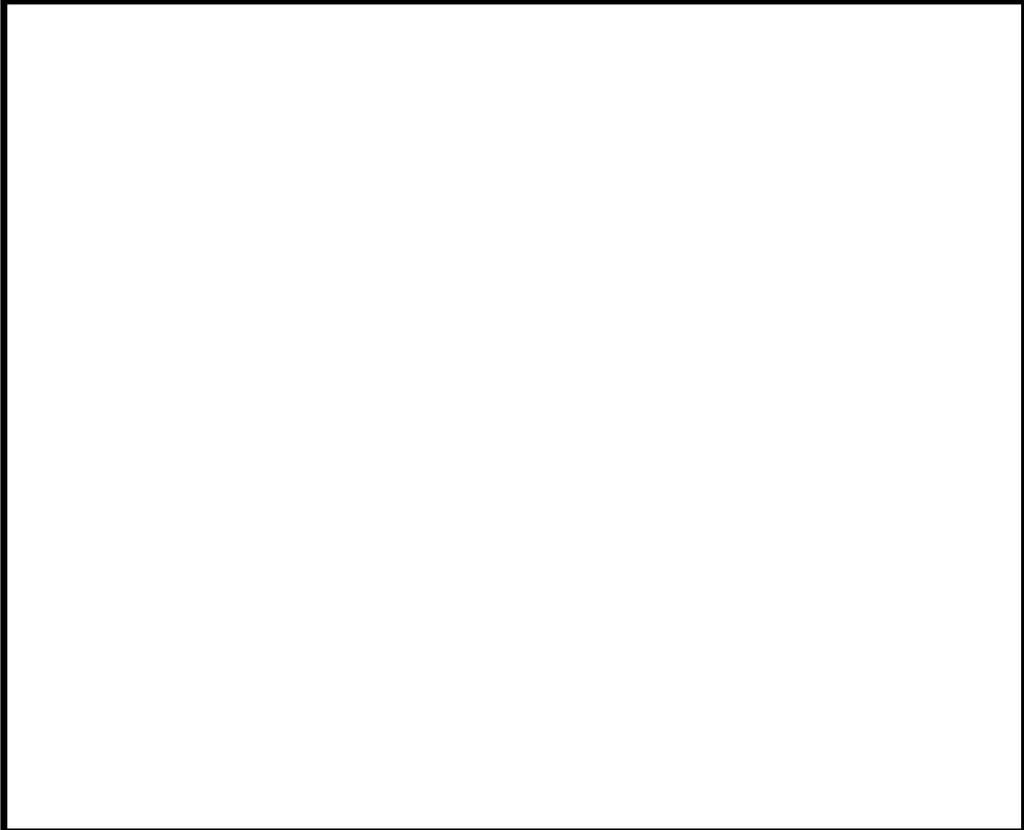


YEAR 1

Summer A



*Splendid Skies*

Name:

## Science

- Observe changes across the four seasons.
- Observe closely, using simple equipment.
- Use their observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.
- Perform simple tests.
- Observe and describe weather associated with the seasons and how day length varies.

## PSHE

- Meet and talk with people (e.g. with outside visitors such as religious leaders, police officers, the school nurse).
- Take part in discussions (e.g. talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from').
- Make real choices (e.g. between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly).

## P.E.

- Perform dances using simple movement patterns.
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

## Art and Design

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Learn about the work of a range of artists, craftmakers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Develop a wide range of art and design techniques

## Literacy

- Read common homophones and notice the difference in meaning.
- Read simple words with contractions, beginning to understand that the apostrophe symbol represents missing letters (e.g. I'm, I'll and we'll).
- Recognise a range of common high frequency words automatically.
- Make relevant comments about what is read to them, including the significance of titles and events.
- Explain their understanding of what they have read or listened to.
- Find information in simple non-fiction books.
- Answer simple questions on what they have read, giving literal answers from the text.
- Answer simple inference questions (e.g. What do you think will happen next?). Use words/phrases, such as 'I think ... because...'
- Use letter names to distinguish between alternative spellings of the same sound.
- Use suffixes that can be added to verbs where no change is needed in the spelling of the root word (e.g. helping, helped, helper).
- Add -er and -est to adjectives.
- Add the prefix un- to root words, explaining why.
- Use the spelling rule adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- Leave spaces between words, using their own finger as a guide if needed.
- Write letters with flicks, to prepare to join.
- Use some simple descriptive language (e.g. colour, size and emotions).
- Independently ask simple questions to find out more about the topic.
- Give simple reasons for their answers or opinions.
- Independently write simple phrases and clauses in series.
- Confidently write some sentence-like structures by chaining ideas/clauses together using 'and'.
- Begin to demarcate sentence-like structures, using some simple punctuation symbols.
- Re-read their own writing to check that it makes sense.
- Begin to use full stops, exclamation marks and question marks at the end of sentences.

## ICT

- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.

## Music

- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

## Numeracy

- Read and write numbers to 100 in numerals.
- Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half).
- Measure with a ruler and begin to record lengths and heights in standard units of measure.
- Compare, describe and solve practical problems for capacity/volume (e.g. full/empty, more than, less than, half, quarter).
- Measure using simple scales and equipment and begin to record capacity and volume in standard units of measure.
- Recognise and use language relating to dates, including days of the week, weeks, months and years with increasing fluency.
- Begin to recognise the place value of two-digit numbers (tens and ones to 20).
- Count in different multiples, including ones, twos, fives and tens.
- Use place value and number facts to solve simple concrete and pictorial problems, involving all of the above.
- Use mental strategies to double and half one and two-digit numbers to and including 50, using concrete objects and pictorial representation.
- Use written strategies to double and half one and two-digit numbers to and including 50, using concrete and pictorial representation.
- Solve, with teacher support, simple one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays.
- Represent, reason with and use number bonds and related subtraction facts within 20 (e.g.  $9 + 7 = 16$ ;  $16 - 7 = 9$ ;  $7 = 16 - 9$ ).
- Add and subtract one-digit and two-digit numbers to 20 (e.g.  $9 + 9 = 18$ ,  $18 - 9 = 9$ ), including zero, using abstract representation.
- Read, write and interpret simple mathematical statements, involving addition (+), subtraction (-) and equals (=) signs, recognising that addition and subtraction are related operations.
- Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, including missing number problems (e.g.  $4 + ? = 9$ ,  $7 = ? - 9$ ).
- Use addition and subtraction in familiar and practical contexts.

## History/Geography

- Identify seasonal and daily weather patterns in the UK and the location of hot and cold countries of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to key physical features including season and weather.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.