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| **Year: Year1****Summer 1** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | * Find 1 more, 1 less, 10 more, 10 less than any 2-digit number; explore patterns on the 100-square; understand place value in 2-digit numbers and identify 10s and 1s
* Use number facts to add and subtract 1-digit numbers to/from 2-digit numbers; add pairs of 1-digit numbers with totals above 10; sort out additions into those you ʻjust knowʼ and those you need to work out
* Add three small numbers, spotting pairs to 10 and doubles; add and subtract 10 to and from 2-digit numbers
* Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; complete tables and block graphs, recording results and information; make and use a measuring vessel for capacity
* Find half of all numbers to 10 and then to 20; identify even numbers and begin to learn halves; recognise halves and quarters of shapes and begin to know 2/2=1, 4/4=1 and 2/4=1/2; recognise, name and know value of coins 1p–£2 and £5 and £10 notes; solve repeated addition problems using coins; make equivalent amounts using coins
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| English (Writing)Unit 5 Writing a report/information text | spell: * words containing each of the 40+ phonemes already taught
* common exception words
* the days of the week
* name the letters of the alphabet:
* naming the letters of the alphabet in order
* using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes: * using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
* using the prefix un–
* using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
* apply simple spelling rules and guidance, as listed in English Appendix 1
* write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
* sit correctly at a table, holding a pencil comfortably and correctly
* begin to form lower-case letters in the correct direction, starting and finishing in the right place
* form capital letters
* form digits 0-9
* understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
* write sentences by:
* saying out loud what they are going to write about
* composing a sentence orally before writing it
* sequencing sentences to form short narratives
* re-reading what they have written to check that it makes sense
* discuss what they have written with the teacher or other pupils
* read aloud their writing clearly enough to be heard by their peers and the teacher.
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| English (Reading) | Pupils should be taught to: * apply phonic knowledge and skills as the route to decode words
* respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
* read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
* read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
* read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
* read other words of more than one syllable that contain taught GPCs
* read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)
* read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
* re-read these books to build up their fluency and confidence in word reading.
* develop pleasure in reading, motivation to read, vocabulary and understanding by:
* listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
* being encouraged to link what they read or hear read to their own experiences
* becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
* recognising and joining in with predictable phrases
* learning to appreciate rhymes and poems, and to recite some by heart
* discussing word meanings, linking new meanings to those already known
* understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher
* checking that the text makes sense to them as they read and correcting inaccurate reading
* discussing the significance of the title and events
* making inferences on the basis of what is being said and done
* predicting what might happen on the basis of what has been read so far
* participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them. |
| English (Spoken)  | Pupils should be taught to: * listen and respond appropriately to adults and their peers
* ask relevant questions to extend their understanding and knowledge
* use relevant strategies to build their vocabulary
* articulate and justify answers, arguments and opinions
* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* speak audibly and fluently with an increasing command of Standard English
* participate in discussions, presentations, performances, role play, improvisations and debates
* gain, maintain and monitor the interest of the listener(s)
* consider and evaluate different viewpoints, attending to and building on the contributions of others
* select and use appropriate registers for effective communication.
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| English (Vocabulary, Grammar and Punctuation)  | * develop their understanding of the concepts set out in English Appendix 2 by:
* leaving spaces between words
* joining words and joining clauses using and
* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
* using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
* learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing. |
| Science – Seasonal Changes  | * To observe and describe how day length varies
* To observe changes across the four seasons
* To observe and describe weather associated with the seasons
* To gather and record data to help in answering questions
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| Religious Education (R.E) | * Recognise religious stories
* Retell, in any form, a narrative that corresponds to the scripture source used
* Recognise religious beliefs
* Recognise that people act in a particular way because of their beliefs
* Describe some of the actions and choices of believers that arise because of their belief
* Recognise the life and work of some key figures in the history of the people of God
* Recognise key people in the local, national and universal Church
* Describe different roles of some people in the local, national and universal Church
* Recognise religious signs and symbols in worship, including the celebration of the Sacraments
* Use Religious words and phrases
* Say what they wonder about
* Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer
* Talk about their own feelings, experience and the things that matter to them

Ask and respond to questions about their own and others’ feelings experiences and things that matter to them |
| Physical Education (P.E)Yoga  | * To master basic movements including running, jumping, throwing and catching.
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| I.C.T | * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
* create and debug simple programs
* 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
* use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
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| History (Great Explorers)  | * To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements
* To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
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| Geography |  |
| Art and Design | * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* Learn about the work of a range of artists
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| Design and Technology |  |
| Music | * use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high-quality live and recorded music
* experiment with, create, select and combine sounds using the inter-related dimensions of music.
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| M.F.L |  |
| P.H.S.E Money Matters  | * To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.
* To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.
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