

# Marlcliffe Primary School

## YEAR 1 CURRICULUM PLAN SUMMER 2018

Maths target: I can solve problems using all four operations  
I can chant my 2, 5 and 10 tables.  
I can recognise and solve problems relating to money.

Reading target: I can show that I notice punctuation by the way I am reading.  
I can show where I have found answers to questions from a text.

Writing target: I can use conjunctions to improve my sentences.  
I can use the correct punctuation in my writing.  
I can show clear tall and tail letters in my handwriting.

*These targets are for the whole class, and represent what we want to achieve by the end of the term. More detailed, individual targets will be given to children in class discussions as a result of our ongoing assessment.*

*Don't forget to check the Y1/2SR page on the website for weekly activities specific to current learning.*

Maths		English		Speaking and Listening	
Form numbers correctly Problem solving in addition, subtraction, multiplication and division. Chant in 2s, 5s and 10s. Count to and across 100. Recognise and solve problems relating to money. Compare, describe and solve practical problems for mass/ weight.		Writing and adapting stories. Poetry writing connected with our topics. Recount writing linked to our school trip to Kelham Island museum. Studying the presentation of non-fiction reports. Character descriptions. Reading and answering questions about a text.		Learning and re-telling stories using words and actions. Drama and freeze frames. Re-telling own adaptations of familiar stories. Role play activities - classroom and minibeasts investigation area. Paired discussion and debate.	
PSHE	Knowledge & Understanding (including Science)			Religious Education	
Relationships - exploring how our different behaviour affects our feelings and the feelings of others. Labelling parts of the body. Changes - preparing for new stages of life e.g. the next school year.	<u>Observing changes in the seasons over time.</u> <u>Made in Sheffield</u> Learn about children working in the steel and cutlery industries in Sheffield in the 18 <sup>th</sup> , 19 <sup>th</sup> and 20 <sup>th</sup> centuries. Understand the impact of significant historical events, people and places in the locality. Make connections between local, regional, national and international history; between cultural, economic and social history; and between short- and long-term timescales. Discover more about Sheffield steel from a visit to Kelham Island. Look at local human and natural features in a geographical context. Compare and group materials on the basis of physical properties; distinguish an object from the material it is made from: <u>Honey I Shrunk The Kids</u> Investigate the minibeasts that live in our secret garden, looking at plants and habitats that attract different minibeasts. Study and compare different minibeast habitats and their locations. Find out who the predators are and what the dangers are of minibeasts. Name and label minibeasts. Observe how minibeasts grow and change over time. Diets and foodchains in the minibeast world.			Belonging to a faith. What is it like to be part of a Muslim family in Sheffield? How and where do Muslims worship? What are the key symbols of the Muslim faith?	
PE	Art and Design & Technology	Computing		Music	
iMoves Dance linked to our topics.  Real PE (agility, balance, coordination, games)	<u>Design Technology</u> Cook nutritious and healthy meals (broth). Explore and use mechanisms (sliders) in Sheffield-themed pictures.  <u>Art and Design</u> Practise watercolour painting techniques using powder paint. Study the work of artist Marianne North. Create our own botanical paintings in the style of Marianne North.	<u>Word processing</u> Building on key word processing skills to be able children to communicate using Microsoft Word. <u>Databases</u> Y1 Presenting information using pictures - pictograms Y2 Sorting, classifying and making databases about minibeasts - branching databases		Listen to and learn about famous composers and their works.  Ugly Bug Ball songs.	