

## Summer Overview 2024 – Year One ‘St Joseph’

<p style="text-align: center;"><b><u>Maths</u></b></p> <p>We are learning to: read, write and order numbers to 50 then 100; add/subtract a two digit number and a single digit number; recall number bond pairs and corresponding subtraction facts to twenty; recall ‘doubles’ and ‘halves’ within twenty; count in steps of twos, fives and tens. Our learning will cover:</p> <ul style="list-style-type: none"> <li>• Money - coins and their values</li> <li>• Fractions - halves and quarters</li> <li>• Position &amp; direction - describing turns</li> <li>• Place value (within 100)</li> <li>• Time - o'clock and half past</li> <li>• Measures - weight/mass, capacity/volume</li> </ul> <p>Children continue to practise recall of number bonds to ten (and then twenty) and counting in steps of 2, 5, and 10.</p>	<p style="text-align: center;"><b><u>English</u></b> <b>Phonics - Phase 5 (b &amp; c)</b></p> <p>Term 5 writing project - Dragons and Machines (Consolidating all Year One writing skills)</p> <p>Fiction (tale of defeating a monster) - ‘The Tiger Who Came To Tea’ by Judith Kerr (Sequencing sentences and using suffixes)</p> <p>Instructions – ‘How To Prepare Tea For A Tiger’ (Using temporal conjunctions and spelling common exception words)</p> <p>Poetry – ‘The Cupboard’ by Walter De La Mare (Handwriting focus)</p> <p style="color: red;">Core texts will be sent home to practise and perform with our families using ‘Talk For writing’ actions.</p>
<p style="text-align: center;"><b><u>Science</u></b></p> <p style="text-align: center;"><b>‘Exploring Everyday Materials’ [2]</b></p> <p><i>Pupils will learn to:</i></p> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p style="text-align: center;"><b>‘Animals including humans (about animals)’</b></p> <p><i>Pupils will learn to:</i></p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</li> </ul>	<p style="text-align: center;"><b><u>Computing</u></b></p> <p style="text-align: center;"><b>Programming B - Programming Animations</b></p> <p><i>Pupils will:</i></p> <ul style="list-style-type: none"> <li>• be introduced to on-screen programming through ScratchJr</li> <li>• explore the way a project looks by investigating sprites and backgrounds</li> <li>• use programming blocks to use, modify, and create programs</li> <li>• be introduced to the early stages of program design through the introduction of algorithms</li> </ul>
<p style="text-align: center;"><b><u>History Focus</u></b> <b><u>‘Brilliant Bristolians!’ - Blackbeard and Brunel</u></b></p> <p><b>Big Questions - Does it matter how we use our talents? Are people who become famous always good?</b></p> <p>The children will learn about two famous historical figures with links to Bristol - Isambard Kingdom Brunel and Blackbeard the pirate! They will find out about aspects of their lives and key developments during their lifetimes, including:</p> <ul style="list-style-type: none"> <li>• ‘The Golden Age of Piracy’</li> <li>• What it was like to live aboard a pirate ship</li> <li>• Victorian transport and engineering</li> <li>• The building of the Clifton Suspension Bridge in Bristol</li> </ul>	

If you have any general questions or questions regarding the curriculum, please feel free to pop in at the beginning or end of the school day.

## Summer Overview 2024 – Year One ‘St Joseph’

<p style="text-align: center;"><b><u>Art</u></b></p> <p style="text-align: center;"><b>Sculpture and 3D: Paper Play</b></p> <p><i>Pupils will learn to:</i></p> <ul style="list-style-type: none"> <li>• roll paper to make 3D structures</li> <li>• shape paper to make a 3D drawing</li> <li>• apply paper-shaping skills to make an imaginative sculpture</li> <li>• work collaboratively to plan and create a sculpture</li> <li>• apply painting skills when working in 3D</li> </ul>	<p style="text-align: center;"><b><u>Design Technology</u></b></p> <p style="text-align: center;"><b>Cooking &amp; Nutrition - Smoothies</b></p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• identify fruits</li> <li>• describe where fruits and vegetables grow</li> <li>• practise food preparation skills</li> <li>• select ingredients for a recipe</li> <li>• apply food preparation skills to a recipe</li> <li>• evaluate against the design brief</li> </ul>
<p style="text-align: center;"><b><u>Music</u></b></p> <p style="text-align: center;">Sing-up Units:</p> <p style="text-align: center;"><b>Come dance with me; Nautilus; Compose; As I was walking down the street</b></p> <ul style="list-style-type: none"> <li>• Use voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select, and combine sounds using the inter-related dimensions of music</li> </ul>	<p style="text-align: center;"><b><u>PE</u></b></p> <p style="text-align: center;">(We follow the PE Hub scheme of work)</p> <p><b>Send &amp; Return (Unit 2)</b> - develop sending skills with a variety of balls. Track, intercept and stop a variety of objects. Apply skills in a game</p> <p><b>Run Jump Throw (Unit 2)</b> - increase stamina and core strength. Work collaboratively. Improve strength, balance, agility and coordination</p> <p><b>Gymnastics (Unit 2)</b> - Perform basic actions showing control. Turn, twist, spin, rock and roll, and link these. Perform longer movement phrases with confidence</p> <p><b>Hit Catch Run (Unit 2)</b> - Develop fielding skills and introduce the concept of simple tactics</p>
<p style="text-align: center;"><b><u>PSHE</u></b></p> <p>(Through weekly Jigsaw sessions and Key Stage assemblies)</p> <p><b>Term 5 - ‘Relationships’</b></p> <p>Includes understanding friendship, family and other relationships, and conflict resolution and communication skills.</p> <p><b>Term 6 - ‘Changing Me’</b></p> <p>Learning to understand and respect changes they see in themselves and others.</p> <p><b>Includes Sex and Relationship Education in the context of looking at change:</b></p> <p><b>Children identify the parts of the body that make boys different to girls, use the correct names for these and understand which parts are private.</b></p>	<p style="text-align: center;"><b><u>RE</u></b></p> <p>We will continue to learn about Jesus and his teaching through the themes:</p> <p><b>‘Resurrection’</b></p> <ul style="list-style-type: none"> <li>• To know that we celebrate the resurrection of Jesus at Easter and reflect on what that means for us</li> <li>• Learn about the events following Jesus’s resurrection and how Jesus helped the disciples to understand He had risen</li> </ul> <p><b>‘Miracles’</b></p> <ul style="list-style-type: none"> <li>• Explore the concept of a miracle</li> <li>• Explore stories of how Jesus used his great power to help people</li> <li>• Reflect upon how we can show our trust in Jesus</li> </ul>
<p style="text-align: center;"><b><u>Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Colours and Numbers</li> <li>• Understand numbers 1-10 and be able to say them</li> <li>• Listen to and recite familiar nursery rhymes</li> </ul>	<p style="text-align: center;"><b><u>Outdoor Learning</u></b></p> <ul style="list-style-type: none"> <li>• Communication and team building games</li> <li>• Signs of Summer</li> <li>• The trees and birds in our environment</li> </ul>

*If you have any general questions or questions regarding the curriculum, please feel free to pop in at the beginning or end of the school day.*