



Year 1	Term/Topic: Summer School Days
Subject	Key end points in learning
English- Reading	<p>I can recap sounds, ee, ea, ea, er, ir, ur, oo,oo, oa, oe, ou, ow, ow, ue, ue, ew, ew, ie, ie, igh, or, ore, aw, au, air, ear, ear, are, y, ph, wh, e, o, prefix un, k before eyi, 2 syllable words, compound words, numbers, contractions, days, months, colours.</p> <p>Phonics screening check week 10-14<sup>th</sup> June.</p>
English - Writing	<p><b><u>Little Red Riding Hood</u></b></p> <p>I can retell a story.</p> <p><b><u>Tiger Who came for Tea</u></b></p> <p>I can retell a story.</p> <p><b><u>Gruffalo</u></b></p> <p>I can retell a story.</p> <p><b><u>Queen Victoria Knickers</u></b></p> <p>I can write descriptions.</p>
Maths	<p><b><u>Unit 11 - Multiplication and division</u></b></p> <p>I can count in 2s, 10s and 5s.</p> <p>I can recognise and make equal groups.</p> <p>I can add equal groups.</p> <p>I can make arrays.</p> <p>I can make doubles.</p> <p>I can group and share.</p> <p><b><u>Unit 12 - Fractions</u></b></p> <p>I can recognise and find half of a shape.</p> <p>I can recognise and find a half of a quantity.</p> <p>I can recognise and find quarter of a shape.</p> <p>I can recognise and find a quarter of a quantity.</p> <p><b><u>Unit 13 - Positions and Direction</u></b></p> <p>I can describe turns.</p> <p>I can describe position (left and right).</p> <p>I can describe position (forwards and backwards), describe position (above and below).</p> <p>I can reissues and use ordinal numbers.</p>



**Unit 14 - Number and Place Value**

- I can count from 50 to 100.
- I can count in 10s to 100.
- I can partition 10s and 1s.
- I can use the number line to 100.
- I can identify one more and one less.
- I can compare numbers.

**Unit - 15 Money**

- I can recognise notes and coins.
- I can count in coins.

**Unit - 16 Time**

- I can sequence events.
- I can use chronological language.
- I can recognise and recall days of the week and months.
- I can tell the time to the hour.
- I can tell the time to half past the hour.

Science

**Plants/Seasonal Changes**

- I can name the petals, stem, leaf and root of a plant.
- I can identify and name a range of common plants and trees
- I can recognise deciduous and evergreen tree.
- I can describe the parts of a plant (roots, stem, leaves, flowers).
- I can care for a growing seedling.
- I can describe how plants change over time.
- I can name a range of different types of weather from pictures or sounds.
- I can talk about what changes over Summer in the environment.
- I can explain how the weather changes over Summer.
- I can say how the length of day changes over Summer.
- I can use simple scientific words to answer questions.
- I can observe living things and describe what they use.
- I can talk about my findings and what I have found out.



	<p><b><u>Animals Including Humans (Animal Parts)</u></b></p> <p>I can name the parts of an animal's body.</p> <p>I can classify animals by what they eat (carnivore, herbivore, omnivore).</p> <p>I can compare the bodies of different animals.</p> <p>I can point out some of the differences between different animals.</p> <p>I can sort photographs of living things and non-living things.</p> <p>I can classify common animals (birds, fish, amphibians, reptiles, mammals, invertebrates).</p> <p>I can describe how an animal is suited to its environment.</p> <p>I can sort and groups objects, materials and living things.</p> <p>I can use scientific language to ask and answer a question.</p>
Computing	<p><b><u>Creating Media- Digital Writing</u></b></p> <p>I can recognise that a keyboard is used to enter text into a computer.</p> <p>I can use letter, number, and Space keys to enter text into a computer.</p> <p>I can recognise that the Shift key changes the output of a key.</p> <p>I can use punctuation and special characters.</p> <p>I can recognise that the appearance of text can be changed.</p> <p>I can select text and use the Backspace key to remove text.</p> <p>I can change the appearance of text on a computer.</p> <p>I can use Undo.</p> <p><b><u>Programming B – Programming Animations</u></b></p> <p>I can list that commands can be used on a given device.</p> <p>I can explain what a given command does.</p> <p>I can choose a command for a given purpose.</p> <p>I can understand that a program is a set of commands a computer can run.</p> <p>I can choose a series of words that can be enacted as a program.</p> <p>I can choose a series of commands that can be run as a program.</p> <p>I can build a sequence of commands in steps.</p> <p>I can combine commands in a program.</p> <p>I can run a program on a device.</p>
Geography	
History	<p><b><u>School Days</u></b></p> <p>I can talk about events beyond living memory for example School Day in the Victorian era.</p> <p>I can use stories to talk about things that have happened in the past.</p> <p>I can describe similarities and differences between historical artefacts and pictures.</p>



	<p>I can use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after).</p> <p>I can begin to order artefacts and pictures from significantly different time periods.</p> <p>I can use simple source material (e.g. photographs) to answer questions about an event beyond living memory.</p> <p>I can ask and respond to simple questions about the past, using sources of information.</p> <p>I can compare my own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.</p> <p>I can use timelines to order events or objects.</p> <p>I can tell stories about the past, including role-play.</p> <p>I can talk, draw or write about aspects of the past.</p>
Art	<p><b><u>Rain and Sun Rays</u></b></p> <p>I can create an observational drawing.</p> <p>I can learn about significant artists.</p> <p>I can explore line and shape.</p> <p>I can explore texture</p> <p>I can explore calligraphy (printing).</p> <p>I can create my final piece using collagraphy.</p> <p>I can reflect and evaluate my final piece.</p>
DT	<p><b><u>Construction - Shade and Shelter</u></b></p> <p>I can design a shelter for others and myself.</p> <p>I can generate a drawing, use templates or a mock up to generate my ideas.</p> <p>I can use a wide range of materials.</p> <p>I can explore to make my shelter stiffer, stronger and more stable.</p> <p>I can evaluate my product and explain ways how I can make it better.</p>
Music	<p><b><u>Your Imagination – Summer 1</u></b></p> <p><b><u>Reflect, Rewind and Replay – Summer 2</u></b></p> <p>I know 5 songs off by heart.</p> <p>I know what the songs are about.</p> <p>I know and recognise the sound and names of some of the instruments they use.</p> <p>I know that music has a steady pulse, like a heartbeat.</p> <p>I know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>I can confidently sing or rap five songs from memory and sing them in unison.</p> <p>I can learn the names of the notes in their instrumental part from memory or when written down.</p> <p>I can learn the names of instruments.</p>



	<p>I can use improvisation to make up tunes on the spot. I can compose. I can perform to an audience.</p>
R.E	<p><b>Who do Christians say made the world?</b></p> <p>I can recount the Christian creation story. I can recall the key events within the story and be able to retell it using key vocabulary. I will begin to understand that some Christians believe different things about creation. I will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. I will also consider how Christians may act in response to creation and why they may choose to praise God for it.</p> <p><b>How should we care for the world and for others, and why does it matter?</b></p> <p>I will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. I will recall my knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. I will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. I will take time to consider why people who are religious and non-religious should care for others and look after the natural world.</p>
P.E	<p><b><u>Real PE Cognitive (Summer 1)</u></b></p> <p><b>Dynamic Balance: On a Line</b></p> <p>I can walk forwards with fluidity and minimum wobble. I can walk backwards with fluidity and minimum wobble.</p> <p><b>Static Balance: Stance</b></p> <p>I can stand on a line with a good stance for 10 seconds.</p> <p><b><u>Premier Education- Tchoukball (Summer 1)</u></b></p> <p>I can kneel on the floor with both knees and hold the ball in front of you with 2 hands. I can practise bouncing and catching the ball.</p> <p><b><u>Real PE Health and Fitness (Summer 2)</u></b></p> <p><b>Agility: Ball Chasing</b></p> <p>I can roll a ball, chase and collect it in a balanced position facing the opposite direction.</p>



	<p>I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction.</p> <p><b>Static Balance: Floor Work</b></p> <p>I can hold mini- front support position.</p> <p>I can reach round and point to ceiling with either hand in mini- front support.</p> <p><b><u>Athletics/Sports Day (Summer 2)</u></b></p> <p>I can use varying speeds when running.</p> <p>I can explore footwork patterns.</p> <p>I can explore arm mobility and different methods of throwing.</p> <p>I can practise short distance running.</p>
PSHE	<p><b><u>Who helps to keep us safe? (Summer 1)</u></b></p> <p>I can identify that people have different roles in the community to help them keep safe.</p> <p>I can recognise who can help me in different places and situations.</p> <p>I know how to respond safely to adults I do not know.</p> <p>I know what to do if I feel unsafe or worried.</p> <p>I know how to get help if there is an accident and someone is hurt including how to dial 999.</p> <p><b><u>How can we look after each other and the world? (Summer 2)</u></b></p> <p>I can recognise how kind and unkind behaviour can affect others.</p> <p>I can show how to be polite and courteous.</p> <p>I can identify how people and animals need to be looked after and cared for.</p> <p>I can recognise what can harm the local and global environment and how we can help care for it.</p> <p>I can manage change when moving to a new class.</p> <p>I can recognise how people grow and change, as they grow old.</p>