Year 1 Summer 2024 Coverage Map

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Summer 1 | | Summer 2 | | |
| Flourishing  Taking responsibility | Flourishing  Taking responsibility | Citizenship  Be kind | Citizenship  Be kind | Citizenship  Be kind |
| **Geography:**  London or Shaldon: Where would I prefer to live when I grow up?  Outcome: To write speech for our class debate | **Art**  How do I represent London or Shaldon through sculpting?  Outcome: Mascot representing Shaldon or London | Science  Why is it important plants have the right environment to grow in?  Outcome: Instruction writing how to grow a plant. | Computing:  How do I use a computer to create an image?  Outcome: To create an image of a plant | RSE:  Enquiry question: What makes me a me?  Outcome: To create a class booklet on what makes me a me to take to Year 2. |
| Substantive Knowledge  Features of my locality  Features of a contrasting locality  Similarity and difference between two contrasting places in the UK  Four points of a compass | Substantive Knowledge  How to join a range of materials  • How to shape different materials such as clay, plasticine  • The name of a sculptor and how they worked  • The difference between 2D and 3D | Substantive Knowledge  he names of common plants found  around the school  • The key characteristics of common  plants roots, stem, leaves  • The difference between deciduous  and evergreen: Trees- hazel, cherry,  hawthorn, oak, horse chestnut, apple,  holly, fir.  • How seeds and bulbs grow into plants  • The impact that water, temperature  and food have on plants  • What a healthy plant looks like colour,  structure when not dormant | Substantive Knowledge  • How to use a variety of tools including,  brush, pen, line, fill, spray and stamps.  • How to use sound recorders and  play back  • How to capture video  • Generate simple geometric shape | Substantive Knowledge  • What makes a good friend  • How to be a good friend  • What it means to show respect  • How to choose the people I want to be friends with  That families are different  • Family members have different roles  • Security and love are important in a family  • How to care for myself  • How to show care for others  • The importance of helping  • How to accept responsibility |
| Disciplinary Skills  Identify key features around my locality on a map  Observe, identify, and record features in my locality  State if features are natural or man-made  Undertake basic fieldwork  Use different types of map: aerial map and street map | Disciplinary Skills  • Build basic models and sculptures from observation  using a variety of materials  • Use a sketchbook to collect ideas  • Make simple observational drawings | Disciplinary Skills  Perform a simple test following instructions from an adult  Say what I am testing and why the test is fair  Use simple equipment to record what I observe e.g clip  board, pencil, magnifying glass, thermometer,  • Observe closely to record changes over time | Disciplinary Skills  • Start to use two hands when typing  • Find the @ key  • Select the best video and save it  • Give and follow instructions and change if necessary  • Predict what might be an outcome  • Use simple diagrams to sort information  • Say if statements are likely to be true  • Identify false information | Disciplinary Skills  Identify different family groupings  • Say how and when love is  being shown  • Show that I can help others  • Be a good friend  • Name people I call my friends  • Say when I’m online and how I’m keeping safe  • Identify who are strangers |
| Reading Objectives  To predict what might happen based on what has been read so far.    To discuss word meaning and link new meanings to those already known.  To join in with discussions about a text, taking turns, and listening to what others say.    To link what they have read or have read to them to their own experiences | Reading Objectives  To join in with discussions about a text, taking turns and listening to what others say.  To discuss the significance of titles and events. | Reading Objectives  To recognise that non- fiction books are often structured in different ways.  To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear  To recognise simple recurring literary language in stories and poetry. | Reading Objectives  To recognise that non- fiction books are often structured in different ways.  To check that a text makes sense to them as they read and to self- correct.  . | Reading Objectives  To begin to make simple inferences.  To predict what might happen on the basis of what has been read so far.  To recite simple poems by heart. |
| Writing Objectives  use capital letters for names, places, the days of the week and the personal pronoun ‘I’. | Writing Objectives  To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). | Writing Objectives  writing for different purposes using the correct vocabulary | Writing Objectives  punctuation; question marks and exclamation marks | Writing Objectives  Verbs and adverbs |
| Fiction and non-fiction texts that will be shared with children: | Fiction and non-fiction texts that will be shared with children: | Fiction and non-fiction texts that will be shared with children: | Fiction and non-fiction texts that will be shared with children: | Fiction and non-fiction texts that will be shared with children: |

Coverage in other areas:

Maths: multiplication and division, fractions, place value to 100, money, time.

Music, rhythm, pulse and beat to music, how music makes us feel.

PE: rounders’ and cricket, fielding and striking, athletics