

## Maths:

## Skills-

- Numbers to 100
- Telling the time
- Money
- Fractions
- Count to and across 100, forwards and backwards
- Beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens from a given number
- Identify one more and one less
- Use the language equal to, more than, less than (fewer), most, least
- Identify and represent numbers using objects and pictorial representations including the number line
- Sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday]
- Measure and begin to record the following: lengths and heights, mass/weight/capacity and volume/time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Recognise, find and name half as two equal parts of an object, shape or quantity
- Recognise, find and name quarter as one of four equal parts of an object, shape or quantity



## Art:

- Developing printing techniques
  - Lino printing and creating their own blocks using string
  - Natural sculpture and collage - Andrew Goldsworthy
- ## Skills-
- Use a range of materials creatively to design and make products
  - Learn about the work of a range of artists, craft makers & designers
  - Using colour, pattern, texture, line, shape, form and space
  - Explore printing simple pictures with a range of hard and soft materials.
  - Create patterns and pictures by printing from objects using more than one colour.
  - Develop impressed images with some added pencil or decorative detail.
  - Relief printing - string, card, etc.
  - Use equipment and media correctly, to produce clean image.

## English:

- Write a re-telling of a traditional tale or fairy tale - The three little pigs
- ## Skills-
- Predict what might happen in the story using what has been read so far
  - Use spoken language to develop understanding through imagining and exploring ideas
  - Make choices of appropriate vocabulary
  - Explore characters' feelings and situations in stories, using role play and oral rehearsal
  - Compose an alternative ending
  - Sentence structure (capital letters, full stops, finger spaces)
  - Write for a purpose
  - Sequence events in a story
  - Create story maps
  - Sequence sentences to write a simple story
  - Listen and discuss a wide range of stories
  - Re- read sentences to check they make sense
  - Begin to make edits to their work where necessary
  - Discuss the significance of title and events
  - Adding adjectives to stories

## Science

- Identifying and labelling plants
- To compare and group wild plants
- Materials
- Designing a fair test



## Skills-

- To observe and describe weather associated with the seasons and how day length varies
- Performing simple tests
- Observing closely, using simple equipment

## Computing:

- Purple Mash
- Musical Beats

## Skills-

- To compare music made using computers and music played by real instruments
- To explore mixing the sounds of different instruments using the 2Beat tool
- To compose a tune to match a picture of a scene
- To compose a beat to match a picture of a scene

**Year 1**  
**On Our Doorstep**  
**Term: Summer 2**

## History:

- History of the old town.

## Skills-

- Learn about historical events, places and people in own locality



## RE:

- Explore big questions about God.
- Explore ways to live together happily
- Identify ways we can take responsibility for our world.

## Skills-

- Answer and consider big questions: Where is God? What do Christians believe God is like? Who made the world?
- Create a recipe for living together happily
- Identify what 'Zakat' is and why it is important to Muslims
- Reflect on ways to take responsibility for looking after the world

## Design Technology:

- Structures - new playground equipment

## Skills-

- Visit the local play park to review existing equipment
- Use construction equipment to model and develop ideas
- Create designs through talk and drawing, identify the product user and how product will be used
- Measure, cut and combine materials to match design ideas
- Evaluate the product against their design ideas

## PE:

### Striking and fielding

- Experience a variety of games equipment; practicing with a partner, competition, simple rules
- Develop simple games; playing these games - alone/with a partner

## Skills-

- Travelling
- Sending and Receiving
- Chasing and avoiding
- Dodging
- Controlling
- Awareness of space and partner

# Year 1 On Our Doorstep Term: Summer 2

## Global Learning Goals:

- Transport (Global Goal 11)
- Global citizenship (all)

## Local Links:

Local area study-  
our Stevenage Museum

## Music:

- Learn and perform songs for our summer performance

## Skills-

- Listening and evaluating
- Understanding how music is created and communicated
- Perform to an audience

## Geography:

- Local area study
- Key physical and human features
- Houses and jobs in our local area
- Changes we could make for the better



## Skills-

- Use basic geographical vocabulary to refer to key physical and human features.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map



## Personal, Social and Emotional Development:

- How to identify and recognise feelings in ourselves and others and how to respond accordingly
- To discuss our feelings about moving from Year One to Year Two

## Skills-

- To think about what they have enjoyed in Year One
- To recognise and celebrate their strengths since starting Year One
- To communicate their feelings to others, to recognise how others are feelings and how to respond

