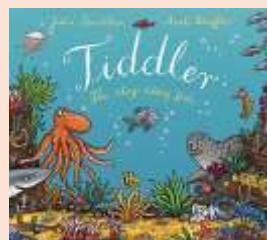
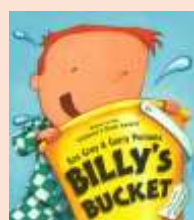
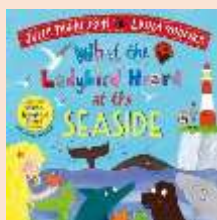
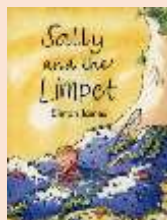


# St Margaret's at Cliffe Curriculum Overview for Year 1 Term 6 2020 - 2021

## English



### Spoken Language

- Listen and respond appropriately to adults and their peers.
- Participate in discussions, presentations, performances, role-play and improvisations.

### Word Reading

- Read words with contractions, and understand that the apostrophe represents the omitted letter(s).
- Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

### Comprehension

- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

### Spelling, Handwriting and Presentation

- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

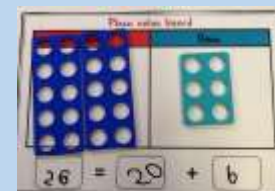
### Composition

- Write sentences by: sequencing sentences to form short narratives and re-reading what they have written to check that it makes sense
- Read their writing aloud clearly enough to be heard by their peers and the teacher.

### Vocabulary, grammar & punctuation

- Use joining words and joining clauses using "and"
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

## Mathematics



### Number & Place Value

- 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 2s, 5s and 10s.
- Recognise the place value of each digit in a two-digit number (10s, 1s).
- Compare and order numbers from 0 up to 100.
- Read and represent fractions, quarter, half and three quarters

### Addition & Subtraction

- Add and subtract one-digit and two-digit numbers to 20, including 0.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$ .





### Multiplication & Division

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

### Measurement

Measure and begin to record the following:

- lengths and heights
- capacity/volume
- recognise and know the value of different denominations of coins and notes (50p, £1, £5, £10 and £20) and begin to understand their relative values and tell time to half past

<p><b>Music</b> <u>Songs and music linked to the seaside</u></p> <ul style="list-style-type: none"> <li>- Use voices expressively and creatively by singing songs, chants and rhymes linked to the seaside.</li> <li>- Play tuned and untuned instruments musically.</li> <li>- Play simple tunes using an ocarina.</li> <li>- Experiment, select and combine sounds to create music</li> </ul>	<p><b>Geography</b> <u>Seaside environment</u></p>  <p>Seaside Holiday Now and Then</p> <ul style="list-style-type: none"> <li>- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean, season and weather <b>and</b> key human features, including: city, town, village, port, harbour and shop.</li> </ul>	<p><b>History</b> <u>The History of the Seaside</u></p> <p>History of holidays at the Seaside, how they have changed.</p> <ul style="list-style-type: none"> <li>- Explain how we can find out about the past.</li> <li>- Describe features of Victorian life.</li> <li>- Compare seaside objects from different time periods.</li> <li>- Use words relating to the passing of time.</li> <li>- To ask and answer simple questions about seaside holidays.</li> </ul>	<p><b>Computing</b> <u>Algorithms and Coding</u></p> <ul style="list-style-type: none"> <li>- To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>- To understand what coding means in computing.</li> <li>- To create unambiguous instructions like those required by a computer.</li> <li>- To build one- and two-step instructions.</li> </ul>
<p><b>RE</b> <u>What does it mean to belong to a faith community?</u></p> <ul style="list-style-type: none"> <li>- What does it mean to be a Muslim in Britain today?</li> <li>- Recognise and name some symbols of belonging to the Muslim community</li> </ul>	<p><b>PSHE</b> <u>Changing me</u></p> <ul style="list-style-type: none"> <li>- Exploring life cycles and changes in animals and humans</li> <li>- Exploring changes in our own bodies</li> <li>- Talking about changes and how we can cope with change</li> </ul>	<p><b>Art and Design</b> <u>Painting and printing</u></p> <ul style="list-style-type: none"> <li>- Extend and explore patterns using a variety of natural materials.</li> <li>- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul> 	<p><b>Physical Education</b> <u>Athletics</u></p> <ul style="list-style-type: none"> <li>- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> </ul> <p><u>Team games</u></p> <ul style="list-style-type: none"> <li>- Participate in team games, developing simple tactics for attacking and defending.</li> </ul>
<p><b>Design and Technology</b> <u>Building a Bathing Machine</u></p> <ul style="list-style-type: none"> <li>- Design - Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>- Make - Select from and use a wide range of materials and components.</li> <li>- Evaluate - Evaluate ideas and products against design criteria.</li> </ul>  <div data-bbox="358 1310 786 1457"> <p>Project – Design and build a model of a Victorian Bathing Machine</p> </div> 		<p><b>Science</b></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, trees.</li> </ul> <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> <li>- Observe changes across seasons.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>- Observing closely, using simple equipment.</li> <li>- Performing simple tests.</li> <li>- Identifying and classifying.</li> <li>- Gathering and recording data to help in answering questions.</li> </ul> 