



# Curriculum



2024-2025

Year 1 Summer term



Class: Butterfly



## Summer Term Curriculum Map Year 1

	Summer 1 Africa	Summer 2 Africa
English	<ul style="list-style-type: none"><li>• Cumulative and repetitive stories</li><li>• Poems on a theme</li></ul>	<ul style="list-style-type: none"><li>• Non-chronological reports (explanations)</li></ul>

**Multiplication and division**

1. Counting 2s
2. Count in 10s
3. Count in 5s
4. Recognise equal groups
5. Add equal groups
6. Make arrays
7. Make doubles
8. Make equal groups – grouping
9. Make equal groups - sharing

**Fractions**

1. Recognise a half of an object or a shape
2. Find a half of an object or shape
3. Recognise a half of a quantity
4. Find half of a quantity
5. Recognise a quarter of an object or shape
6. Find a quarter of an object or a shape
7. Recognise a quarter of a quantity
8. Find a quarter of a quantity

**Position and direction**

1. Describe turns
2. Describe position – left and right
3. Describe positions – forwards and backwards
4. Describe positions – above and below
5. Ordinal numbers

**Place value**

1. Count from 50 to 100
2. Tens to 100
3. Partition into tens and ones
4. The number line to 100
5. 1 more, 1 less
6. Compare numbers with the same number of tens
7. Compare any two numbers

**Money**

1. Unitising
2. Recognising coins
3. Recognising notes
4. Count in coins

**Time**

1. Before and after

	<ol style="list-style-type: none"> <li>2. Days of the week</li> <li>3. Months of the year</li> <li>4. Hours, minutes and seconds</li> <li>5. Tell the time to the hour</li> <li>6. Tell the time to the half hour</li> </ol> <p><i>Ongoing fluency, reasoning and problem solving</i></p>
Science	<p><b>Planting. Biology</b></p> <ol style="list-style-type: none"> <li>1. Plant parts</li> <li>2. Tree parts</li> <li>3. Wild and garden plants</li> <li>4. Plants in my local area</li> <li>5. Deciduous trees</li> <li>6. Evergreen trees</li> <li>7. Trees in my local area</li> </ol> <p><b>Planting. Biology</b></p> <ol style="list-style-type: none"> <li>1. Observe changes</li> <li>2. Plant - summer</li> </ol> <p><b>Growing and cooking. Sustainability</b></p> <ol style="list-style-type: none"> <li>1. Where does my food come from?</li> <li>2. What have I planted and grown this year?</li> </ol> <p><b>Seasonal changes. Biology</b></p> <ol style="list-style-type: none"> <li>1. Changes in summer</li> <li>2. Collect and record data</li> <li>3. What are the main changes in each season?</li> </ol>
History	<p><b>Significant figures</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zj3p8xs">https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zj3p8xs</a></p> <ol style="list-style-type: none"> <li>1. Place objects onto a timeline</li> </ol> <p>Put three significant figures on a timeline in chronological order. <i>Understanding chronology</i></p> <ol style="list-style-type: none"> <li>2. understand a significant person.</li> </ol> <p>Find out more about a famous person from the past. Who was Nelson Mandela? <i>Interpreting sources and evidence</i></p> <ol style="list-style-type: none"> <li>3. Appreciate that some famous people have helped make lives better</li> </ol> <p>How has Nelson Mandela changed people's lives? <i>Explaining the historical significance</i></p> <ol style="list-style-type: none"> <li>4. Ask and answer questions Using pictures, books fact files to find out simple facts about Nelson Mandela –</li> <li>5.</li> <li>6. Recognise that we celebrate certain events because of what happened many years ago - bring people of different races together. <i>Describe change and continuity/understand cause and consequence</i></li> </ol>

Geography	<p><b>Locational and place Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Name the world's seven continents and the five oceans. <b>Locational knowledge</b></li> <li>2. Locate countries on a map of Africa. Use an atlas to find South Africa, Kenya, Nigeria <b>Locational knowledge</b></li> <li>3. Name and describe 2 significant natural landmarks using geographical language. Describe Victoria Falls and Mount Kilimanjaro and give their opinion of them. <b>Human/physical geography</b></li> <li>4. describe some physical features To express their opinion on the built and natural environment. mountains, forest, desert. <b>Human/physical geography</b></li> <li>5. carry out research create a geographical survey answering questions about hot and cold places. What do they wear, what jobs they have, what homes they live in. <b>Fieldwork</b></li> <li>6. Create a map To create a map of an imaginary place from stories and use their own symbols as a key. <b>Map skills</b></li> </ol>
Computing	<p><b>Graphics (No Purple Mash unit)</b></p> <p><u>Images</u></p> <ol style="list-style-type: none"> <li>1. Capture images with a camera/iPad</li> <li>2. Use a painting program to create a representation and simple patterns. Doodle Buddy; Paint</li> </ol> <p><u>Sound/music</u></p> <ol style="list-style-type: none"> <li>1. Record and play back sounds, understanding that sound can be stored and played back. Voice recorder; Audacity</li> </ol>
Design & Technology	<p><b>Pasta Maasai necklace Twinkl or African drum <a href="https://www.natgeokids.com/uk/home-is-good/make-an-african-drum/">https://www.natgeokids.com/uk/home-is-good/make-an-african-drum/</a></b></p> <p><b>Working with tools, equipment, materials and components</b></p> <ul style="list-style-type: none"> <li>• Explain what they are making</li> <li>• work accurately to make cuts and holes</li> </ul> <p><b>Mechanism</b></p> <ul style="list-style-type: none"> <li>• cut materials using scissors</li> </ul> <p><b>Use of materials</b></p> <ul style="list-style-type: none"> <li>• make a structure/model using different materials</li> <li>• make sure their work is tidy</li> <li>• make their model stronger if needed</li> </ul> <p><b>construction</b></p> <ul style="list-style-type: none"> <li>• select appropriate resources and tools for their model/structure</li> </ul>
Art	<p><b>African patterns - painting</b></p> <ol style="list-style-type: none"> <li>1. create a repeating pattern</li> <li>2. design their own printing block</li> <li>3. print onto paper and textile</li> <li>4. Use a sketchbook to gather and collect artwork</li> <li>5. Cut roll and coil material such as clay, dough</li> <li>6. Make different kinds of shapes</li> <li>7. Describe what they can see and like in the work of another artist.</li> </ol>

Music	<p>)</p> <p><b>Listen &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>• To enjoy moving to music and say how the music makes them feel or describe the mood of the music</li> <li>• To recognise that parts of the song may keep being repeated</li> </ul> <p><b>Dimensions of music</b></p> <ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat and practice finding it in different ways</li> <li>• To recognise when the music is fast or slow, loud or quiet</li> <li>• To know that we can create rhythms from words (names, food, colours, animals)</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Learn about singing notes of different pitches (high and low)</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down</li> <li>• Learn the names of the instruments they are playing</li> </ul> <p><b>Improvising</b></p> <ol style="list-style-type: none"> <li>1. Using voices and instruments, listen and copy back, then improvise own answers</li> </ol> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Help to create a simple melody using one, two or three notes</li> <li>• Creating rhythms for others to copy, listening and singing back e.g. "la, la, la"</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Perform as part of a group</li> <li>• Record the performance and say how they were feeling about it</li> </ul>	<p><b>Charanga Scheme</b> Reflect, rewind and replay (Classical)</p> <p><b>Listen &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>• To enjoy moving to music and say how the music makes them feel or describe the mood of the music</li> <li>• To recognise that parts of the song may keep being repeated</li> </ul> <p><b>Dimensions of music</b></p> <ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat and practice finding it in different ways</li> <li>• To recognise when the music is fast or slow, loud or quiet</li> <li>• To know that we can create rhythms from words (names, food, colours, animals)</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Learn about singing notes of different pitches (high and low)</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down</li> <li>• Learn the names of the instruments they are playing</li> </ul> <p><b>Improvising</b></p> <ol style="list-style-type: none"> <li>2. Using voices and instruments, listen and copy back, then improvise own answers</li> </ol> <p><b>Composing</b></p> <ol style="list-style-type: none"> <li>3. Create a simple melody using one, two or three notes</li> </ol> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Perform as part of a group</li> <li>• Record the performance and say how they were feeling about it</li> </ul>
-------	---	---

P.E	<p><b>Athletics skills</b></p> <ol style="list-style-type: none"> <li>1. Run at different speeds.</li> <li>2. Jump with accuracy.</li> <li>3. Use a small range of techniques.</li> <li>4. Choose which throwing and retrieving technique to use</li> </ol> <p><u>NC Skills</u> Master basic movements (running, jumping, throwing and catching, developing balance, Agility and co-ordination)</p> <p><b>Basketball Skills</b></p> <ol style="list-style-type: none"> <li>1. Develop dribbling skills</li> <li>2. Develop sending (throwing) and (catching) skills with a ball</li> <li>3. move and stop safely</li> <li>4. throw in different ways</li> <li>5. Be confident and safe in the spaces used to play games.</li> <li>6. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing</li> <li>7. Choose and use skills effectively for particular games</li> </ol> <p><u>NC Skills</u> Master basic movements (running, jumping, throwing and catching, developing balance, ability and co-ordination) Participate in team games (Developing simple tactics for attacking and defending)</p>	<p><b>Athletics skills</b></p> <ol style="list-style-type: none"> <li>1. Run at different speeds.</li> <li>2. Jump with accuracy.</li> <li>3. Use a small range of techniques.</li> <li>4. Choose which throwing and retrieving technique to use</li> </ol> <p><u>NC Skills</u> Master basic movements (running, jumping, throwing and catching, developing balance, Agility and co-ordination)</p> <p><b>Three Ts basic cricket skills</b></p> <ol style="list-style-type: none"> <li>1. use one tactic in a game</li> <li>2. follow rules</li> <li>3. use hitting and/or rolling in a game</li> <li>4. stay in a 'zone' during a game</li> <li>5. Remember, repeat and link combinations of skills</li> <li>6. choose the best tactics for attacking and defending</li> <li>7. Developing throwing and catching</li> </ol> <p><u>NC Skills</u> Master basic movements (running, jumping, throwing and catching, developing balance, ability and co-ordination) Participate in team games (Developing simple tactics for attacking and defending)</p>
R.E	<p>What does the cross mean to Christians? <b>Christian</b></p>	<p>How did the universe come to be? <b>Christian, Hindu</b></p>
P.S.H.E	<p><b>Changing me</b></p> <ol style="list-style-type: none"> <li>1. Understand the life cycle of animals and humans</li> <li>2. Say what things about themselves have changed and what things have stayed the same</li> <li>3. Say how their bodies have changed since they were a baby</li> <li>4. Identify the parts of a body that make boys and girls different and use the correct names for these: penis, testicles, vagina</li> <li>5. Understand that every time I learn something new I change a little bit</li> <li>6. To share changes that have happened in their life</li> </ol>	

# Africa



hot

cold

art

animal

country

safari

habitat

weather

president

continent

savannah

equator

# hot



Something that has a high temperature.

# cold



Something that has a low temperature.

# art



Creative activities. For example, drawing and painting.

# animal



Living things that need food and water to live.

# country



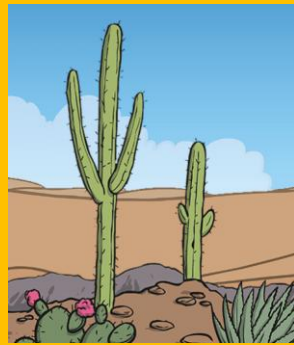
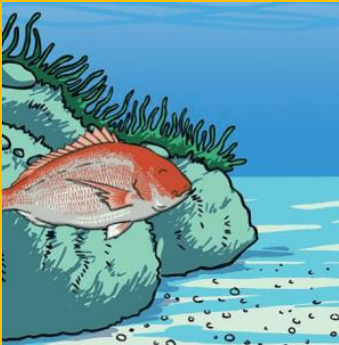
A large area of land where people live under the same government.

# safari



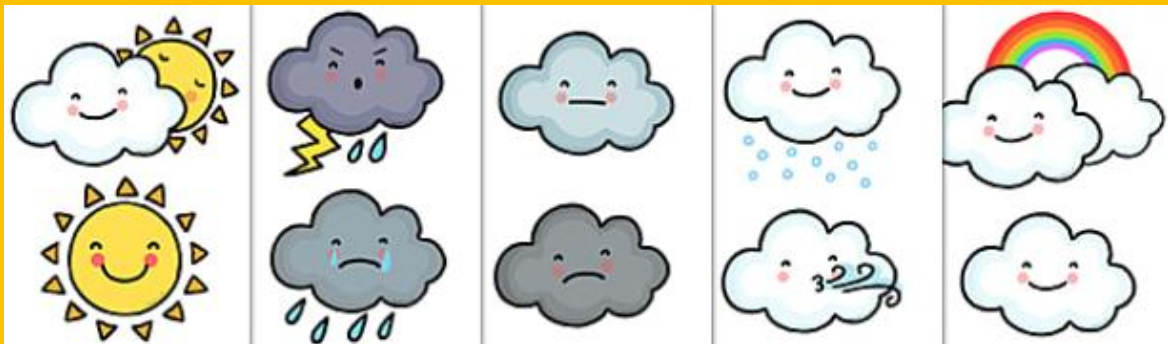
A trip to observe wild animals.

# habitat



A place that an animal lives.

# weather



What the sky and the air outside are like, such as cold and cloudy.

# president



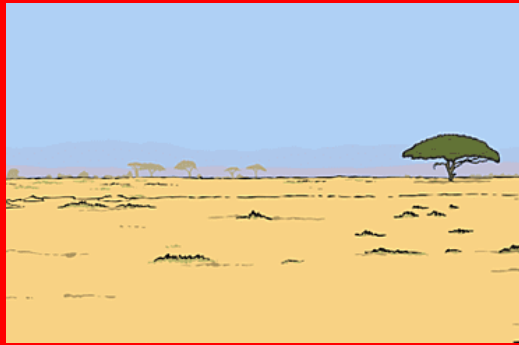
The leader of the government in some countries.

# continent



A large, solid area of land. The Earth has 7 continents.

# savanna



A flat area covered in grass with some shrubs and trees.

# equator



An imaginary circle around the Earth which divides it into 2 parts.