

Year 1 Summer 1 Overview LVC: Andy Goldsworthy LV: Creative

	Week 1 WC 15/4/24	Week 2 WC 22/4/24 EARTH WEEK	Week 3 WC 29/4/24	Week 4 WC 6/5/24 (6th May Bank Holiday) 4DAYS	Week 5 WC 13/5/24	Week 6 WC 20/5/24
Phonics	ay play a-e shake ea each e he	ie pie i-e time o go o-e home 2023 Pre screen paper assessment	ue blue rescue ew chew new u-e rude cute aw claw	ea head ir bird ou cloud oy toy	i tiger a paper ow snow u unicorn	ph phone wh wheel ie shield g giant Summer 1 assessment
Maths	Weighing and measuring	Multiplication <i>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.</i>	Division <i>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.</i>	Proportionality <i>To recognise, find and name a half as one of two equal parts of an object, shape or quantity. To recognise, find and name a half as one of two equal parts of an object, shape or quantity.</i>	Proportionality <i>To recognise, find and name a half as one of two equal parts of an object, shape or quantity. To recognise, find and name a half as one of two equal parts of an object, shape or quantity.</i>	Properties of shape <i>Recognise and name common 2-D and 3-D shapes, including: - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</i>
Science	Experiment Book	Working scientifically – colour experiments. What is an experiment? <i>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests.</i>	Working scientifically – colour experiments. Make a prediction about an experiment. <i>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment.</i>	Working scientifically – colour experiments. Ask/answer questions about an experiment. <i>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests.</i>	Experiment	Experiment

			<i>Performing simple tests.</i>			
History		Comparing old/new trains What has changed over time? <i>Describe some simple similarities and differences between artefacts.</i> <i>Sort artefacts from 'then' and 'now'</i> <i>Ask and answer relevant basic questions about the past.</i>	Comparing old/new artefacts – create a collage using old Argos catalogues. <i>Describe some simple similarities and differences between artefacts.</i> <i>Sort artefacts from 'then' and 'now'</i> <i>Ask and answer relevant basic questions about the past.</i>			
ICT	Introduction to programming/algorithms (BBC website - weblinks) Unplugged activities (human maze instructions etc/cards).	Introduce Beebots and cards to create a simple algorithm.	Use Beebot mats and cards to create an algorithm pathway.	Use Beebots and cards to identify and correct errors in algorithms (debug) and write algorithms for others to check and improve.	Coding weblinks, such as the Beebot emulator.	
<i>Using a wide variety of programmable devices both plugged and unplugged, children will write basic algorithms to control devices and identify and correct errors.</i>						
Writing	Introduce Art gallery – we are going to produce our own art gallery (receive a commissioning letter from Miss Mattock) Book - The Dot. Why did the teacher put the art on the wall? Writing a critical analysis of artwork. What do you like/not like? How does it make you feel/think	Earth Week: Writing to inform/persuade someone important of things we could do to help Planet Earth. Katie and the British Artists: Create story map of journey of the train. Draw with key words – description and time connectives. <i>Purpose: link to Earth Week – (real life context), beginning to explore fictional story writing (stimulus from a book)</i>	Fictional story writing - Katie and the British Artists: Where will your train go? What will you pass on your journey? <i>Purpose: using our plans from last week to write a fictional story.</i>	Story writing – Henry Rousseau – step into the painting. Setting description - strip by strip – each group to take on a different part of the painting eg) leaves, animal, weather, setting – can they write two strips each to describe? Plan our story – what happens before/during/after the painting? <i>Purpose: using real life art as a stimulus for writing. Stepping into the picture and using our creativity to write.</i>	Story writing – start, middle and end of a story – telling the story of the Henry Rousseau painting. <i>Purpose: using our plans from last week to write a fictional story.</i>	Instructions: Writing instructions for the classroom. Writing instructions to make a fruit kebab. <i>Purpose: writing instructions to follow to make a kebab (real life purpose)</i>

	<p>of? Create a dot piece of artwork and write to describe it. Purpose: Intro to our inquiry this half term. Thinking about art and becoming a team to create the art gallery.</p>					
<p>-Write simple dictated sentences from memory. -Begin to punctuate using capital letter, full stop, question mark, exclamation mark. -Write simple factual sentences based around a theme. -Join words/clauses using 'and'. -Use common exception words taught so far. -Re-read to check it makes sense. -Sit correctly, use a comfortable/correct grip. -Leave spaces between words. -Join words/clauses using 'and', 'because'. -Lower case letters go in right direction, correct start and end points. -All capital letters accurately formed. -Compose a sentence aloud. -Write simple factual sentences based around a theme. -Genres: newspaper, letter, invite, persuasive writing, non chronological fact files.</p>						
Art/D&T	<p>Create a piece of your own artwork taking inspiration from your own ideas. Explore a range of mediums. Frame and display. Explore online galleries – what is a gallery?</p> <p>Explore Yayoi Kusama art – create own pointillism picture using different implements.</p>	<p>Colour wheel colour matching to Turner paintings – children to colour match a part of the picture and write observational notes.</p>	<p>Take inspiration from a piece of artwork by Turner and use watercolours to create own piece. Recreate Turner's train art.</p>	<p>Andy Goldsworthy - Explore Andy Goldsworthy's land art. Produce own sculpture using natural resources in the forest. Write a caption for your piece of artwork. <i>*writing across the curriculum*</i></p> <p>Richard Long mud and ice artwork.</p> <p>Colour artwork – explore different techniques using natural dyes/paints.</p>	<p>D&T - food: making fruit kebabs.</p> <p>Children take pictures of fruit and veg to use next week (50 things)</p>	<p>Produce a portrait collage using fruit and veg pictures, taking inspiration from Arcimboldo Giuseppe. Explore his artwork throughout the seasons – what do you notice.</p> <p>Create our Art Gallery! Choose your favourite piece from this half term. Parent event.</p>
Artist focus	Yayoi Kusama	Turner	Turner			Arcimboldo

-Make observational drawings.
 -Use a variety of tools, media and surfaces with increasing control and confidence.
 -Explore different lines, textures and shapes.
 -Use a variety of drawing techniques: hatching, stippling and blending.
 -Collage with a range of materials.

PSHE & RE Wellbeing				Money and Work <i>Strengths and interests; jobs in the community.</i> <i>PoS Refs: L14, L16, L17</i> <i>Vocab : job, community</i>		
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Whole Class Reading	The Dot	Ish	Ish	Paul Coelho	Instructions	1:1 reader assessment/phonics assessment
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-Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes.
 -Read accurately by blending taught GPC Read common suffixes (-s, -es, -ing, -ed, etc.)
 -Read multi-syllabic words containing taught GPCs.
 -Read contractions and understanding use of apostrophe.
 -Read aloud phonically-decodable texts.
 -Make simple inferences and begin to predict what might happen next based on what has been read so far.
 -Discuss the significance of the title.

PE	Team Games	Team Games	Team Games	Sports Day Prep	Sports Day Prep	Sports Day Prep
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-I can observe and copy others
 -I can explore and copy different movements
 -I can select and link movements together to fit to a theme

Geography		Earth Week – separate plan.	Explore local places around Norwich. When planning the train journey – where could you go by train from Norwich? <i>Name and locate a local town and understand how some places are linked to other places e.g. roads, trains.</i>			
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Music		Playing untuned instruments Composition	Playing untuned instruments Composition	Playing untuned instruments Composition		
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-Copy rhythms correctly on a percussion instrument or clapping.
 -Play percussion instruments correctly and carefully.
 -Follow a leader when playing an instrument.

-Name some percussion instruments correctly e.g. triangle, drum, maracas, tambourine.

Oracy Focus

- To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.
- To offer reasons for their opinions.
- Listens to others and is willing to change their mind based on what they have heard.
- To disagree with someone else's opinion politely.
- Draw pupils' attention to the role that listening has in developing understanding.
- Talk detectives – with adult support.

Argument

Yes because ..

No because ..

It is right ..