

# St Andrew's Southgate Overview – Summer 1

Year: 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p><b><u>Mrs. Armitage</u></b></p> <p>Children explore repeating patterns in language and plot, discuss and retell these fantastic stories and make predictions.</p> <p><u>Narrative:</u></p> <p>re-telling the story to ensure children have a clear understanding of the characters, setting, problems and solutions to prepare for their writing of the plot.</p>	<p><b><u>Mrs. Armitage</u></b></p> <p>Extending sentences with connectives such as: 'because'</p> <p>We will be looking at the characters in depth and how they behave within the story. Children will identify actions and give reasoning using the word 'because' to show a deeper understanding of the story and enhance their vocabulary.</p>	<p><b><u>Mrs. Armitage</u></b></p> <p>Creating our own bike.</p> <p>Children will design and adapt their own model of transport ,identifying language which describes similar aspects as well as highlighting clear differences with their prior knowledge.</p>	<p>Assessment Week</p> <p>To know the difference between fiction and nonfiction text.</p>	<p><b><u>Narrative writing</u></b></p> <p>Children will retell the story of '<b>Somebody crunched Colin</b>' however, in the story the crisp packet once recycled turns into a watering can. The children will use their imagination and think of their own item that the crisp packet can recycle into and change the ending of the story.</p> <p>Children will use their adjectives that they produced to enhance their</p>	<p><b>'Somebody crunched colin'</b> .</p> <p>We will explore this book and understand the purpose of recycling. Children will create their own new book cover based on their ending to their narrative. They will choose the images they draw according to their plot twist! Children will then write why they chose to add or change parts of the original book cover.</p>

					sentences on the new recycled item in their story.	
Maths	<p><b>Number and Place value</b></p> <p>Read and write numbers from 1 to 20 in numerals and words</p>	<p><b>Addition</b></p> <p>Adding one-digit and two-digit numbers to 20, including zero.</p> <p>Answering addition word problems/reasoning questions.</p> <p>Read, write and interpret mathematical statements involving addition and equals (=) signs.</p>	<p><b>Subtraction</b></p> <p>Subtracting one-digit and two-digit numbers to 20, including zero.</p> <p>Answering subtraction word problems/reasoning questions.</p> <p>Read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs.</p>	<p><b>Addition and Subtraction</b></p> <p>Adding and subtracting one-digit and two-digit numbers to 20, including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>	<p><b>Measurement</b></p> <p><b>Assessment Week</b></p>	<p><b>Measurement</b></p> <p>Measure and begin to record length.</p> <p>Compare, describe and solve practical problems for: length</p> <p>Compare, describe and solve practical problems for: capacity/mass and weight.</p>
Science	<p><b>Everyday Materials</b></p> <p>To distinguish between an object and the material from which it is made.</p>	<p><b>Everyday Materials</b></p> <p>To describe the simple physical properties of a variety of everyday materials.</p>	<p><b>Everyday Materials</b></p> <p>To know that materials can be used in a variety of ways.</p>	<p><b>Everyday Materials</b></p> <p>To know that different, everyday objects can be made from the same material.</p>	<p><b>Everyday Materials</b></p> <p>To know that every material has many properties which can be recognised using our senses</p>	<p><b>Everyday Materials</b></p> <p>To make suggestions about how objects can be made to move and to find out whether they were right.</p>

					To use appropriate vocabulary to describe materials.	
Geography/ History	<p>What do we know about the <b>United Kingdom</b>? Mind mapping our prior knowledge.</p>	<p>To understand geographical similarities and differences through studying the human and physical geography in the context of the UK.</p> <ul style="list-style-type: none"> <li>I can understand the differences between a 'town' and the 'countryside'.</li> <li>I can use keywords about the town and countryside.</li> </ul>	<p>Welcome to the UK To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <ul style="list-style-type: none"> <li>I can name the countries of the UK.</li> </ul>	<p>Up, up and Away To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Which countries neighbour the UK? What symbol denotes a city? Can they identify any cities? Can they find the capital of the UK?</p>	<p>Let's Explore the UK To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <ul style="list-style-type: none"> <li>I can identify key features of the countries of the UK.</li> <li>The countries of the UK also have their own distinctive features and characteristics (e.g. landmarks, national dishes, sports).</li> </ul>	<p>Travelling Ted Tours London To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <ul style="list-style-type: none"> <li>I can name capital cities of the UK.</li> <li>I can explain what London is like using keywords.</li> </ul> <p>Take a look at the Union Jack. This is a combination of three of the national flags of the UK. Can the students work out which flags they are?</p>
RE	<p><b>Islam</b> What do we know about Islam and what do we want to know?</p>	<p>Why is the Qur'an special to Muslims?  Children will look at the Qur'an and discuss why they think this would be</p>	<p>How are Muslim babies welcomed into the world?  What gift would you give a newborn baby? Can you</p>	<p>How and why do Muslims pray?  Children will be shown a prayer mat and how it</p>	<p>What does it mean to be a Muslim?  Pictures will be given to children where discussions will be open</p>	<p>Recount of the trip to the mosque.</p>

	<p>Children will mind map their prior knowledge of Islam and each speech bubbles a question of interest.</p>	<p>important to Muslims. They will then compare the Qur'an with an item that is special to them for a clear understanding of importance. Children are welcomed to bring in their special item to discuss with the class.</p>	<p>explain your reasoning for this gift? How would it benefit the baby? Children will be learning why the words 'God is great, there is no God but Allah' is whispered into a babies ear when they are first born. They will then relate this to their first words that were spoken as a baby and what was taught to them by their parents.</p>	<p>is used. This will be related back to the children at times where they will think about moments where they are quiet or still in deep thought. Children will role play how to prepare and act out actions ready for a prayer.</p>	<p>within groups. Children will explore different traditions within the Muslim faith and discuss what they know or assume is happening in each of the images.  (Muslims praying, artefacts, prayer mat, Qur'an, baby being given something sweet to taste, welcoming ceremony, symbol of Islam, Allah and the prophet Muhammed.</p>	
<p>ICT</p>	<p><b>Online Safety</b>  Posting and sharing online  To understand the importance of being careful about what we post and share online</p>	<p><b>Lesson 1: Planning a photo story</b>  To understand and create a sequence of pictures</p>	<p><b>Lesson 2: Taking photos</b>  To take clear photos</p>	<p><b>Lesson 3: Editing photos</b>  To edit photos</p>	<p><b>Lesson 4: Searching for images</b>  To search for and import images</p>	<p><b>Lesson 5: Photo collage</b>  To create a photo collage</p>

PE	<b>Gymnastics</b> Transferring weight from one body part to another <b>Games</b> Receiving	<b>Gymnastics</b> Transferring weight from one body part to another <b>Games</b> Receiving	<b>Gymnastics</b> Transferring weight from one body part to another <b>Games</b> Receiving	<b>Gymnastics</b> Transferring weight from one body part to another <b>Games</b> Receiving	<b>Gymnastics</b> Transferring weight from one body part to another <b>Games</b> Receiving	<b>Gymnastics</b> Transferring weight from one body part to another <b>Games</b> Receiving
ART/DT					Art related to topic to be completed in Week 5 and 6	Art related to topic to be completed in Week 5 and 6

**REMINDERS:**

**PE** days for Year 1 are **Tuesdays** (Indoors/outdoor) and **Friday**(Outdoors/indoor). On PE days, Children should come to school in their PE kit with PE shoes that are suitable for indoors and outdoors.

**Homework:** Homework is set every Thursday (Mymaths and spellings) and due back the following Tuesday. Children should also be aiming to read for at least 20 minutes every day.

**MyMaths** is always available for extra Maths activities to do independent of what is set as homework.

**BBC Bitesize and The National Oak Academy** continue to add extra lesson content on their websites for children to explore as needed.

**Phonics Play** Please use this website to support your child with their phonics