

Year 1 Curriculum MTP – Summer Term 3.2



This half term students will be learning to:

Learning Driver Focus	Literacy 	Numeracy 
Caring for Our Education	Poetry/Non Fiction	Place Value/Money/Time
It is fundamental that our pupils understand the importance of education within society and be aspirational for their futures. We want them to develop lifelong learning skills and a thirst for knowledge through rich and relevant experiences both inside and out outside of the classroom. For this to happen, it is important that our children become resilient in order to be able to deal with different challenges across the curriculum. Pupils also need to develop the ability to solve problems without giving up and developing the skills to work independently and being resourceful and responsible for their learning will play a key factor in achieving this. Knowing how to think critically and how to retrieve past information and knowledge will be their key to success in remembering key concepts as they move through the key stages and beyond. We also believe that for our pupils to be successful citizens they need to develop the skills to work collaboratively with other people both inside and outside of the classroom setting. It is therefore vital that they are able to articulate their ideas well and know how to speak and listen with respect in a variety of different situations and settings, hence why we have placed oracy at the centre of our curriculum.	❖ Enhance their reading skills by becoming familiar with year 1 high frequency words ❖ Learn phase 3 and 4 sounds ❖ Develop their spellings ❖ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ❖ Be encouraged to link what they read or hear read to their own experiences ❖ Recognise and join in with predictable phrases ❖ Appreciate rhymes and poems, and to recite some by heart ❖ Say out loud what they are going to write about ❖ Compose a sentence orally before writing it ❖ Sequence sentences to form short narratives ❖ Re-read what they have written to check that it makes sense Leave spaces between words ❖ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	❖ Count from 50 to 100 ❖ Count in 10s to 100 ❖ Partition numbers in to 10s and 1s ❖ Use the number line to 100 ❖ Compare any two numbers ❖ Recognise coins ❖ Recognise notes ❖ Count in coins ❖ Name the days of the week ❖ Name the months of the year ❖ Tell the time to the hour ❖ Tell the time to the half hour 

Arabic 	Art/DT 	Computing 
Who am I? ❖ Introduce name, age, where they live? ❖ Use simple adjectives ❖ Describe own length and appearance ❖ Say how they are feeling (I'm feeling good, ok, not so good) ❖ Say where they live, some can ask the questions to others 	Stable Structures ❖ Explore the features of stable structures, including toy car garages ❖ Design and plan a stable structure ❖ Explore a range of materials and make decisions based on the end product ❖ Follow a design plan and make a product ❖ Evaluate products 	Creating animations in programs ❖ explain that each sprite has its own instructions. ❖ design an algorithm and follow it to create a program. ❖ check a program for errors to make sure it runs as I planned it.
Geography/History  	Islamic Studies 	PE 
Four Seasons ❖ Find out how the seasons are linked with the months of the year ❖ Find out what the weather is like in spring ❖ Find out what the weather is like in summer ❖ Find out what the weather is like in autumn ❖ Find out what the weather is like in winter ❖ Review knowledge and compare the four seasons 	Akhlaaq/Aqa'id/Fiqh/Islamic History ❖ InshaAllah ❖ When do we say InshaAllah? ❖ Five pillars of Islam and what are they? ❖ Ghusl 	Football ❖ Throw with some accuracy towards a target ❖ Track a ball that is coming towards me ❖ Persevere when dribbling a ball with my hands and feet ❖ Begin to catch with two hands ❖ Cooperate with a partner and small group, helping each other to complete tasks ❖ Show honesty and fair play ❖ Recognise changes in my body when I do exercise ❖ Begin to understand simple tactics

Relationship Education/PSHE 	Religious Studies (RS) 	Science 
Aiming high	What does it mean to belong to Islam?	Seasonal Changes
❖ Identify star qualities in others ❖ Give examples of positive learning attitude statements ❖ Identify attributes they have that would suit them to a desired job ❖ Challenge stereotypes/Discuss their ambitions ❖ Identify ways next year will be different and explain why they think this	❖ Understand how the everyday actions of a Muslim are influenced by their beliefs and values ❖ Retell Muslim stories and messages and explain what is important to a Muslim person and why ❖ Explain why Muhammad (SWA) is important for Muslims and how Muslim people show they belong to their religion	❖ Find out about different seasons and how to describe them ❖ Find out about the seasons and how they are different ❖ Find out about how animals and humans are affected by the seasons ❖ Find out about the day length is affected by the seasons ❖ Investigate the weather during the seasons