



New City Primary School Subject Overview
Core Curriculum Overview Year 1
Summer Term Two 2017 - 2018

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<u>Text/Focus</u>	<u>Mr Gumpy's Outing</u> Weekend news Retelling the story Character descriptions	<u>Winnie The Witch</u> Weekend news Retelling the story Character descriptions	<u>The Selfish Crocodile</u> Weekend news Retelling the story Character descriptions	<u>Tabby Mctat</u> Weekend news Retelling the story Character descriptions	<u>Stickman</u> Weekend news Retelling the story Character descriptions	<u>Assessment Week</u>	<u>Dinosaur Roar</u> Weekend news Retelling the story Character descriptions Children writing about their own experiences that can be seen in the books Children writing about trips and visits.
<u>Grammar</u>	Punctuate sentences capital letters, full stops, exclamation marks, question marks, commas and apostrophes	Regular plural noun suffixes s or es	Suffixes added to verbs	Using prefix un	Punctuate sentences capital letters, full stops, exclamation marks, question marks, commas and apostrophes	<u>Assessment Week</u>	Joining words and clauses using 'and'
<u>Spellings</u>	Common exception words	Words ending -y	New consonant spellings ph, wh	Using k for the /k/ sound	Adding the prefix un	<u>Assessment Week</u>	Words ending tch
<u>Comprehension</u>	<u>AF1</u> Use a range of strategies, including accurate decoding of text to read for meaning	<u>AF2</u> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	<u>AF1</u> Use a range of strategies, including accurate decoding of text to read for meaning	<u>AF2</u> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	<u>AF1</u> Use a range of strategies, including accurate decoding of text to read for meaning	<u>Assessment Week</u>	<u>AF1</u> Use a range of strategies, including accurate decoding of text to read for meaning

<u>Writing</u>	Writing narratives about personal experiences and those of others Read aloud what they have written with appropriate intonation	Writing narratives about personal experiences and those of others Read aloud what they have written with appropriate intonation	Sequencing sentences to form short narratives Re-reading what they have written to make sure it makes sense	Sequencing sentences to form short narratives Read aloud what they have written with appropriate intonation	Writing about real life events. Read aloud what they have written with appropriate intonation	<u>Assessment Week</u>	Re-reading what they have written to check it makes sense.
<u>Phonics</u>	Common exception words (Tricky Words) The, a, do, to, of, said, says, are, were, was, I, you, your, they, be, me, she, we, no, go, so, by, my, there, love, come, some, one, once	Words ending -y Very Happy Merry Cherry Sorry Carry Party	New consonant spellings ph, wh Dolphin Alphabet Phonics Elephant When Where Which Wheel Whisk	Using k for the /k/ sound Kent Sketch Skeleton Kit Skip Husky	Adding the prefix un Unhappy Undo Unload Unfair Unlock	<u>Assessment Week</u>	Words ending tch Catch Fetch Notch Patch Ditch Match Kitchen
<u>Mathematics</u>	<u>Addition - working towards written method</u> Consolidation of addition of single digits, 10 + single, 2-digit + 10s within different contexts.	<u>Mental strategies</u> (Using and applying/inverse through relative contexts ie. money and measures)	<u>Multiplication</u> (Embed skills, then use and apply/inverse through relative contexts ie. money and measures)	<u>Multiplication and division</u> (Using and applying/inverse through relative contexts ie. money and measures)	<u>Shape and Properties</u> Consolidation of 3D and 2D shape including problem solving	<u>Assessment Week</u>	<u>Positional Direction</u> Consolidation of position, direction and movement
<u>Computing</u> <u>We Are Celebrating</u> <u>Online Safety</u>	To analyse a range of cards and their meaning.	To use the keyboard with developing fluency and accuracy.	To create, edit and save text for the card.	To create an image for the card.	To finalise the text and image for the card.	<u>Assessment Week</u>	To evaluate and develop the card further.

<u>Science</u>	<u>Light and Dark</u> To identify sources of light To investigate how your senses can help you see in the dark.	<u>Light and Dark</u> To classify natural light and man-made light. To explain night and day	<u>Light and Dark</u> To explain why certain sources of light are used To compare different sources of light.	<u>Light and Dark</u> To identify nocturnal animals To compare diurnal and nocturnal animals To investigate what objects are using my senses	<u>Light and Dark</u> To observe reflections To identify why shiny objects are shiny To explain why reflections happen	<u>Assessment Week</u>	<u>Light and Dark</u> To investigate opaque objects To gather data To conclude an investigation.
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