



**New City Primary School Core Subject Overview: Year One**  
**Summer 1 2016 - 2017**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Text/Focus</b>	<u>The Way Back Home</u> Weekend news Retelling the story <b>Children to write from a range of first hand experiences.</b>	<u>The Great Snortle Hunt</u> Weekend news Retelling the story <b>Children to write from a range of first hand experiences.</b>	<u>Aliens Love Underpants</u> <u>Saves the World</u> Weekend news Retelling the story <b>Children to write from a range of first hand experiences.</b>	<u>What's The Time Mr Wolf?</u> Weekend news Retelling the story <b>Children to write from a range of first hand experiences.</b>	<u>The Smartest Giant</u> Weekend news Retelling the story <b>Children to write from a range of first hand experiences.</b>	<b><u>Assessment Week</u></b>
<b>Grammar</b>	Punctuate sentences capital letters, full stops, exclamation marks, question marks.	Commas in a list	Commas in a list	Apostrophes	<b><u>Grammatical terminology</u></b>	<b><u>Assessment Week</u></b>
<b>Spellings</b>	ie words igh words ie words	or words ore words	aw words au words	air words ear words	ear words are words	<b><u>Assessment Week</u></b>
<b>Comprehension</b>	<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>Assessment</u> Assessment that covers AF1 and AF2	<b><u>Assessment Week</u></b>
<b>Writing</b>	Sequencing sentences to form short narratives Re-reading what they have what they have written to make sure it makes sense	Sequencing sentences to form short narratives Re-reading what they have what they have written to make sure it makes sense	Sequencing sentences to form short narratives Re-reading what they have what they have written to make sure it makes sense	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	<b><u>Assessment Week</u></b>
<b>Phonics</b>	<b>ie words</b> Lie Pie Die  <b>igh words</b> Night Might Flight	<b>or words</b> For Fork Born Force Horse  <b>ore words</b> More	<b>aw words</b> Saw Paw Draw Crawl  <b>au words</b> Haunt Launch	<b>air words</b> Air Fair Pair Chair Stairs	<b>ear words</b> Bear Pear Wear  <b>are words</b> Bare Dare Care	<b><u>Assessment Week</u></b>

	<p>Sight</p> <p><b>i-e words</b></p> <p>Kite</p> <p>Like</p> <p>Time</p> <p>Five</p> <p>Slide</p> <p>White</p> <p>Quite</p>	<p>Sore</p> <p>Wore</p> <p>Before</p>	<p>Pause</p> <p>Author</p>	<p>Hear</p> <p>Dear</p> <p>Near</p> <p>Clear</p>	<p>Share</p>	
<b>Mathematics</b>	<p><b><u>Place Value and Number</u></b></p> <p>Place Value as in term 1 and 3 focusing on: 10s and 1s using lots of different representations</p> <p>One more/less 10</p> <p>more/less</p> <p>2 more/less</p> <p>20 more/less</p>	<p><b><u>Fractions</u></b></p> <p>Start counting in steps of 4</p> <p>Identify and being able to find <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math></p>	<p><b><u>Fractions and Measures</u></b></p> <p>Reinforce previous work on fraction through the context of Measure.</p>	<p><b><u>Mental Strategies + and -</u></b></p> <p><b>Consolidation of previous terms</b></p> <p>Number pairs for all numbers to 10. Doubling, halving, near doubles, counting on and counting back) within different contexts, including time.</p>	<p><b><u>Addition - working towards written method</u></b></p> <p>Consolidation of addition of single digits, 10 + single, 2-digit + 10s within different contexts.</p>	<b><u>Assessment Week</u></b>
<b>Computing</b> <b>We Are Storytellers</b>	To explore the impact of the sound effects of an audio book.	To plan a story for a talking book.	To use a microphone and audio recorder.	To record and save sound effects.	To evaluate and plan improvements for the talking books.	<b><u>Assessment Week</u></b>
<b>Science</b> <b>Animals and Seasonal Change</b>	<p>To identify a range of different animals (Including Humans)</p> <p>To classify animals into different groups. (Fish, amphibians, reptiles, birds and mammals.)</p>	<p>To describe and compare the structure of a variety of animals.</p> <p><b>Teach chn the characteristics of each group.</b></p> <p><b>Why is an amphibian an amphibian?</b></p>	<p>To identify, name, draw and label the basic parts of the body and its purpose.</p> <p><b>Focus on muscle, bones and senses.</b></p> <p><b>Remind the chn that we are classified as animals.</b></p>	<p>To observe and describe weather associated with different season.</p> <p><b>Look at weather around the world including countries that experience extreme weather conditions.</b></p>	<p>To investigate why we experience day and night.</p> <p><b>Focus on the sun setting and rising at the same place.</b></p> <p><b>Show chn how the Earth rotates to get day and night. Explain how the sun doesn't move and is classed as star</b></p>	<b><u>Assessment Week</u></b>