



St.Clement's Medium Term Overview Summer 1

Year 1	Week 1 08/04/24	Week 2 15/04/24	Week 3 22/04/24	Week 4 29/04/24	Week 5 06/05/24	Week 6 13/05/23	Week 7 20/05/24
	Poetry week						
Numeracy		1.7 addition and subtraction strategies within 10	1.8 composition of numbers multiples of 10 up to 100	1.8 composition of numbers multiples of 10 up to 100	1.8 composition of numbers multiples of 10 up to 100	1.8 composition of numbers multiples of 10 up to 100	1.9 composition of numbers 20-100
Literacy		To write a missing poster	To write a letter	To write a diary entry	To retell the story	To sequence sentences to form a narrative	To write own version narrative
Science <i>Animals</i>	Poetry week	Know there are five vertebrate groups in the animal kingdom: mammals, amphibians, reptiles, birds and fish.	Know birds are vertebrates and the things that make them distinct are: eggs, beaks, claws, wings and feathers.	Know amphibians are vertebrates and the things that make them distinct are: eggs, living on land and in water and their diet changing with their stage of life.	Know fish are vertebrates and some of the things that make them distinct	Know mammals are vertebrates and humans are mammals too. Also know some of the things that make mammals distinct	Carnivores, herbivores and omnivores are another way of grouping animals.
RE <i>Judaism</i>		Know Judaism is one of the 6 major religions of the world and some of the main beliefs and practices of Judaism	Know how Shabbat is celebrated Recognise some significant figures in Judaism	Know more detail on how Shabbat is celebrated	Know that Jews must rest on the Sabbath as God did and how this can make them feel closer to God	Know how Jews use the synagogue	Know that prayers can be thankful and it is important to thank God for things in your life- this makes people feel closer to God
History <i>Seaside holidays</i>		Identify differences between holidays today and in the past, looking at key features and thinking about changes over time.	Children identify and discuss differences in how we travel to the seaside/holiday today compared to 100 years ago.	Children can identify key period features of seaside holidays	Children can identify key period features of seaside holidays	Children are able to identify at least three period-specific features of a Victorian seaside holiday	Children analyse series of paintings to extract period detail and make this come to life in form of a movie.



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Geography <i>The coast</i>		Know the coast is the land next to the sea and seaside resorts are located along the coast.	Know physical features are natural and recognise a range of physical features	Human features are made by humans and recognise a range of human features	Know a range of water and land activities carried out at the seaside and how the landscape supports these	Use basic geographical vocabulary to refer to key physical features and key human features	Use basic geographical vocabulary to refer to key physical features and key human features
Art/DT <i>Cooking-smoothies</i>		To identify fruits.	To describe where fruits and vegetables grow.	To practise food preparation skills.	To select ingredients for a recipe.	To apply food preparation skills to a recipe.	To evaluate against the design brief.
PSHE <i>relationships</i>		I can identify the members of my family and understand that there are lots of different types of families	I can identify what being a good friend means to me	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I know who can help me in my school community	I can recognise my qualities as a person and a friend	I can tell you why I appreciate someone who is special to me
Computing <i>i-model</i>		To understand that computers can show real events and things	To use a mouse to move things accurately on screen	To understand that computers can be used to make choices	To begin to know how to download the photos	To organise photos on to the page by resizing and changing orientation	To create a photo collage
PE <i>Invasion games</i>	To understand the role of defenders and attackers.	To recognise who to pass to and why.	To move towards goal with the ball.	To move towards goal with the ball.	To support a teammate when playing in attack.	To move into space showing an awareness of defenders.	To stay with a player when defending.
Music	To understand that music can be used to represent an environment	To understand that music can be used to represent an environment	To understand how music can represent changes in an environment	To select instruments to match seaside sounds	To recognise and use dynamics and tempo	To write music down and perform from a graphic score	To write music down and perform from a graphic score
PD/ESR <i>nature</i>		PD I can be supportive to others and try to help	ESR To understand how nature can	PD I feel that I belong to and am valued in my	ESR To understand what nature gives	PD I know how to be friendly – I can look	ESR To understand how nature can help



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		them when they want it.	make us feel	class, school, and community.	us	and sound friendly, be a good listener, give and receive compliments and do kind things for other people.	us to recycle
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