



Year 1 Curriculum Information Summer Term 2021

Teachers:	Miss Maitland (Year Group Leader) (1M) Miss Anderson (1A) Miss Donnelly (1D)
Support staff:	Mrs Farrell Mrs Spalding Mrs Bowen Mrs Wali
Reminders	<p>I hope you had a fantastic Easter and welcome back!</p> <p>There are a few important messages to recap:</p> <ul style="list-style-type: none">• Please ensure you send your child in with a named water bottle. Our water fountains are out of order due to Coronavirus and although we can provide drinks within class, it is easier if the children have a water bottle that they can keep on their desk.• If you are reading with your child at home, please remember to sign the diary. It makes it tricky for us when it comes to swapping books if the diaries have not been signed as we do not know if your child has read their books 😊• One of our main sources of communication is through Tapestry, so please make sure you check this regularly so that you don't miss any messages. If you have any trouble with your login's, please see your child's class teacher.
Key dates	It is possible that in Summer 2 we will be able to hold our Victorian Day alongside our History topic of Victorians. Depending on restrictions and guidance closer to that time, a date will be confirmed in due course if this can go ahead 😊 We will let you know as soon as possible.
Isolations and absences	<p>We continue to provide a home learning document weekly on the website if your child is at home and needing to isolate/ getting tested. There is less detail than there was in the National Lockdown as we are in school full-time, however it is still quite detailed and provides you with enough to keep you busy if you are at home!</p> <p>You can continue to contact us on Tapestry or via the school office.</p>
Curriculum areas to be covered this term in:	
English 	<p>The children will be covering key skills in the following topics:</p> <ul style="list-style-type: none">• Flat Stanley• Bad-Tempered Ladybird by Eric Carle• Very Hungry Caterpillar by Eric Carle• Shanghai (Geography topic)• Wildlife gardens and outdoor nature project• Queen Victoria• Victorian Schools• Victorian Homes• Victorian Seaside holidays <p>They will be practising the following skills in these topics:</p> <ul style="list-style-type: none">• Using a number of features of different text types (letter writing), using questions marks, capital letters, finger spaces and full stops• Writing sentences in order to create short narratives• Focusing on re-reading work, editing and improving and checking it makes sense• Using adjectives to make their descriptive writing interesting• Using plurals correctly (adding –s and –es), prefixes (un) and suffixes (er, est, ing)• Using exclamation marks in their writing• Using bullet points, titles and captions to convey information• Using conjunctions to compare (however, although, whereas, but)• Using conjunctions to extend (and, also)• Using capital letters for proper nouns (the names of places, people or specific things)• Composition skills such as writing sentences by saying out loud what they are going to write about, composing a sentence orally before writing it, re-reading to check it makes

sense, discussing what they have written with an adult or a peer and to read aloud their writing clearly enough to be heard by their teacher or peers.

- To form lower-case and capital letters correctly, starting and finishing in the right place.

In Reading they will be learning:

To apply their phonic knowledge (Phase 2, 3, 4 and 5) to help them sound out and read unknown words.

To build on their recognition of High Frequency Words (HFW) so they can apply them to their reading and writing.

To develop pleasure in reading by listening to a wide range of poems, stories and non-fiction.

To become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

To develop accuracy and fluency in their reading by discussing the pictures, characters and events.

To using their Totally Pawsome Gang skills (inference, retrieval, vocabulary, sequencing and predicting) to help them answer complex questions about a piece of text that they have read.



Maths



The children will be learning to:

Count in groups of 2's, 5's and 10's and to make equal groups.

Make and draw arrays to help them solve number sentences for multiplication.

Divide using grouping (into arrays) as well as to divide by sharing. They will use these strategies to help them problem solve.

Tell the time and use the language of time. They will be learning language such as before and after, time of day and sequencing, days and months as well as dates.

Read and make the time to the hour and to the half hour.

Write times to the hour and half hour as well as comparing time.

Find half of a shape and half of a number.

Find quarter of a shape and quarter of a number.

Count to 100, partition numbers into tens and ones and compare numbers by their size.

Order numbers and find one more and one less of numbers within 100.

Develop their mental maths skills and strategies to solve addition and subtraction sentences.

Describe turns and positions in our position and direction topic.

Recognise coins and notes and to count money and solve money problems.

In Big Maths the children will be developing their mental strategies to solve simple addition sentences within 20. They will be completing their Big Maths challenge within a 30 second timer and will aim to beat their times score from the previous week. We will be explicitly teaching them how to solve addition sentences in their heads or through drawings.

Science



These are the topics for this term:

Seasonal changes: they will be having one session where they recap Spring weather and make comparisons to what we have learned about the other seasons so far.

Animals including humans: they will be recapping animal classification. They will be learning to identify and name a variety of numbers and sort animals into the groups fish, amphibians, reptiles, birds and mammals.

Plants: We will be learning to identify and describe BASIC components of common plants. – Leaves, petals, fruits, roots, fruit, bulb, seed trunk, branches and stem.

Plants **Year 1**

Key Vocabulary	
wild plants	A wild plant seed grows where it falls. It doesn't need to be planted or cared for as it grows.
garden plants	Garden plants are plants that people choose to grow in their gardens.
weed	Weeds are wild plants that grow in places where people don't want them.
deciduous	A deciduous tree loses its leaves each year.
evergreen	An evergreen tree keeps its green leaves all year round, even in the winter.

Key Knowledge
Wild Plants

dandelion daisy buttercup nettles
ivy dog rose clover brambles

Trees

cedar horse chestnut oak

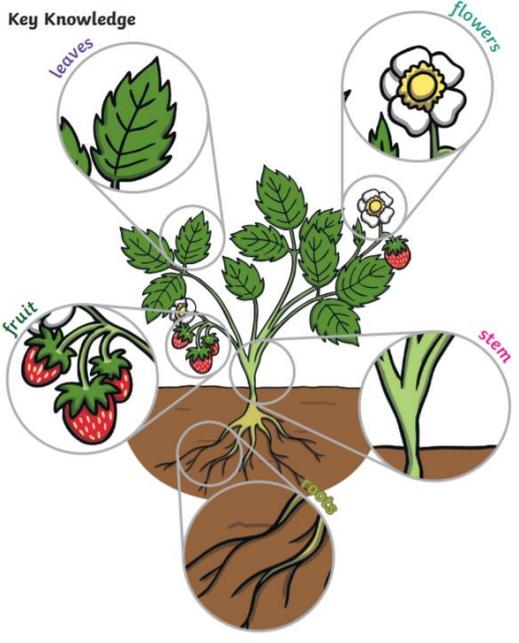
Garden Plants

fuchsia pansy sweet pea sunflower
rose lavender iris

To look at all the planning resources linked to the Plants unit, [click here](#).

Plants **Year 1**

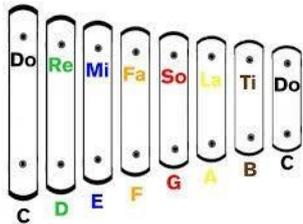
Key Vocabulary	
roots	Roots take in water and nutrients from the soil and keep the plant in the ground.
stem	The stem holds the plant up and carries the water and nutrients from the roots to the leaves and flowers .
leaves	Leaves catch sunlight to help the plant to make its own food.
flowers	Flowers attract insects and birds.
petals	Petals are the colourful part of the flower .
fruit	Fruit contains the plant's seeds . Sometimes humans try to grow fruit without seeds because it's easier to eat.
seed	Seeds grow into new plants.
bulb	Bulbs grow into new plants.



Topic (this includes all Foundation subjects)



The topics for this term are:
Flat Stanley, Bad-Tempered Ladybird by Eric Carle, Very Hungry Caterpillar by Eric Carle, Shanghai (Geography topic), Wildlife gardens and outdoor nature project, Victorians (Queen Victoria, schools, homes and seaside holidays).
The children will be learning:
To use geographical vocabulary to describe the physical and human features of an area and buildings.
To understand similarities and differences through the local area and comparisons with another country (Shanghai and their local area).
To find out about the past from a range of sources, using them to answer and ask questions.
To learn about significant events beyond their living memory and the lives of significant individuals.
To use a range of materials and techniques creatively, exploring colour, pattern, texture, line,

	<p>shape, form and space. To build structures, exploring how they can be made stronger and more stable.</p> <p>To learn about the work of an artist and use their learning within their own work.</p> <p>To evaluate their work, to make changes and to identify strengths and weaknesses.</p>
<p>PSHE</p>	<p>The children are taught:</p> <ul style="list-style-type: none"> • To learn to recognise what they are good at and set simple goals • To learn about different kinds of feelings and strategies to manage feelings • To learn about growing, changing and becoming more independent • To learn the correct names for the main parts of the body of boys and girls • To learn about privacy in different contexts • To learn about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid • To learn about appropriate and inappropriate touch
<p>PE</p> 	<p>The children will be developing skills in:</p> <ul style="list-style-type: none"> • Catching – move in line to catch a medium size ball using a cradle technique. • Attacking – showing a good use of space. • Making decisions of where and when to pass. • Defending - knowing how to tackle and intercept safely. Understand basic tactics to prevent others scoring e.g. moving to stop the ball. • Team work – to work with a team mate(s) to pass, throw and catch. • Dribbling – learning the basic movement needed to dribble using bouncing, kicking and equipment. • Throwing – to hold an object, aiming at a target and throw with relative force. • Running – run at fast, medium and slow speeds knowing when to use each speed
<p>RE</p> 	<p>The children will be learning about:</p> <p>Pentecost. They will be exploring the symbols around Pentecost (flames, wind and doves) and they will do this through drama and art work. They will be having a zoom with Reverend Chris Hood and they will listen to him explain how Pentecost is celebrated in the Church and they will have an opportunity to ask him any questions that they may have.</p>
<p>Music</p> 	<p>In Summer Term 1 the children will be learning:</p> <p>To confidently listen and respond to a range of music as well as using their voice confidently with actions. They will be learning to follow instructions and care for instructions (a glockenspiel) and will be learning to create sounds and show an awareness of pitch.</p>  <p>In Summer Term 2 the children will be learning:</p> <p>about different composers each week and listening to pieces of music. They will be interpreting music by drawing a picture and writing a sentence to show their understanding of musical terms. For example "I can hear that the music has a steady beat/tempo and the music got faster/slower".</p>
 <p>Computing</p>	<p>In Summer Term the children will be learning:</p> <ul style="list-style-type: none"> • The idea of 'game design' • The role of a game designer; exploring 'women who code' and discussing the real world applications of a job in computing

	<ul style="list-style-type: none"> • We will be working over several sessions to design the components of a game. We will be using what the children already know about games to consider settings, avatars and the 'obstacle' and 'goal' of their own game. • The children will then begin to translate their design ideas to a very simple game application of 'Scratch Junior'. • This app lets us use the algorithm and coding knowledge that we have been learning to create a simple game. The children can even take a photo of themselves so they become the avatar in the game. • We will be then considering the 'code' that a computer has to learn and follow like another language and teaching the children the basic binary code.
Homework	<ul style="list-style-type: none"> - Our reading target continues to be a minimum of 4 times a week, which can include the book sent home by the class teacher, supplementary books, high frequency word lists, library books, Oxford Reading Buddy, newspapers, posters and magazines. Please make sure you sign your child's home/school diary. - The children receive weekly spellings which need to be practised so the children are ready for their spelling check on a Friday morning. - Your child will receive a new homework bingo board in their homework books which will be completed half termly.