



Our Learning in Year 1

Summer Term

English

Our learning will include the following texts:

- Traditional tales.
- Alternative versions of traditional tales, such as ‘Hansel and Gretel’ written by Bethan Woollvin.
- Information books linked to our Science topic on plants.

Our writing will begin to join sentences together so that our writing has flow. Children will retell traditional tales and show that they can use the new vocabulary that they have been introduced to along the way. Children will also begin to experiment with sentence types and try to include questions and exclamations in their writing.

Every week, children will also complete reading comprehension questions associated with each text.

To develop our reading and writing skills we have daily phonics sessions. We enjoy playing games both practically and through Phonics Play to learn our new sounds.

All children will have the opportunity to access texts that are suitable for a child working at their chronological age as well as texts and resources that match their current level of attainment whether that be at, above or below their chronological age, using our carefully banded reading book system.

English – Grammar, Punctuation and Spelling (GPS)

During our daily GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated and we will build upon our knowledge of word classes.

GPS Overview for Year 1 – Summer Term

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Sentence	<ul style="list-style-type: none">• To be able to write sentences in the past and present tense.• To independently write a simple sentence correctly.• To show greater confidence in extending sentences with ‘and’.• To be able to organise their own ideas for written tasks.• To use suffixes from the Spring Term learning confidently in sentence work.• To begin to understand the prefix ‘un’ and use it in sentence work.

Text	<ul style="list-style-type: none"> To use story language, such as 'Once upon a time'. To sequence sentences to form a short narrative.
Punctuation	<ul style="list-style-type: none"> We would expect children to be able to show all of the basic punctuation required: capital letters, finger spaces and full stops. To use question marks. To begin to use exclamation marks.
Terminology for Children	Letter Word Sentence Capital letter Punctuation Full stop Question mark Exclamation mark

Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the current Year 1 words too.

Summer Term Year 1 Spelling Words

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Summer 1	his has you your they	made came same take safe	own blow snow grow show	blue clue true rescue Tuesday	new few grew flew drew threw	put push pull full house our do today of

Summer 2	for short born horse morning	more score before wore shore	saw draw yawn crawl	air fair pair hair chair	dear hear beard near year	
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Activities associated with the words that they are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record and back page of their Homework Book for the log-in information.

Maths

Summer Term Y1 Maths Objectives

Summer 1 – S3:
Solve simple one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Recognise, find and name a half as one of two equal parts of an object, shape or quantity
Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Describe position, direction and movement, including whole, half, quarter and three quarter turns
Summer 2 – S4:
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
Count, read and write numbers to 100
Recognise and know the value of different denominations of coins and notes
Sequence events in chronological order using language (for example before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)
Recognise and use language relating to dates, including days of the week, weeks, months and years
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Compare, describe and solve practical problems for time (for example quicker, slower, earlier, later)
When solving reasoning and problem solving challenges, predict what is coming next.
When solving reasoning and problem solving challenges find and continue the pattern.
When solving reasoning and problem solving challenges, say what the same is and the difference is.
When solving reasoning and problem solving challenges, find the odd one out.

The majority of children will first master the content of the above Maths objectives by becoming fluent in their use and then move on to problem-solving and reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills and filling gaps in their learning. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

Science

Our learning in Science will focus on observing seasonal changes and the question: 'I wonder what a botanist is?' The children will learn to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will also learn to identify and describe the basic structure of a variety of common flowering plants including trees.

In addition, children will be exploring how to develop the skills of 'working scientifically' by observing changes, planning and conducting simple tests and collecting data.

Prior to all Science lessons, the children will consider how best to ensure that they have the right to be safe during scientific learning.

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking these to every child's right to be safe. We will ensure children understand that the internet is real and that how they feel when using the internet is very important. Children will begin to recognise more detailed examples of information that is personal to them. Children will demonstrate the types of data that may be personal to them and be able to articulate under what conditions a child would ask an adult for help (Summer 1). Following on from this, children will explore rules that will help them to keep safe when they are using technology both in and beyond the home. (Summer 2).

Running alongside this, children will begin to make charts using computer programs (Summer 1) and begin to understand how they can use a search engine to find

images (Summer 2). They will also begin to use an online program to create their own simple algorithms.

Geography

In Geography, the children will develop a simple knowledge about our country and what it is like.

They will focus on:

- Naming, locating and identifying the characteristics of the four countries and capital cities of the UK and its surrounding seas;
- Identifying seasonal and daily weather patterns;
- Using basic geographical vocabulary to refer to the key physical features of the UK;
- Using maps, atlases and globes to identify the UK and its countries;
- Using locational and directional language as well as simple compass directions (North) to describe the location of features.

History

In History, the children will begin to develop their understanding of change and continuity through learning around the question: 'What was here before us?'

The children will also develop their skills and existing knowledge about:

- Significant historical events;
- People and places in their own locality;
- Timothy Hackworth and the history of our school;
- Similarity and difference;
- Asking and answering simple questions.

Physical Education

There are two areas of priority this term – dance and athletics. In dance, the children will learn to link movements together to create a movement phrase to music. There will be a focus on exercising safely and using space well. In athletics, the children will learn to run and jog at different speeds. They will also learn to perform five basic jumps showing control.

We will also be looking at Physical Health and Mental Wellbeing. Children will develop their existing knowledge and skills, including:

- Knowing that being inactive can make someone unhealthy.

- Knowing that they can talk to an adult if they have any worries about their health.

Religious Education

During R.E., we will be exploring Buddhism using a key question – ‘What can we find out about the Buddha?’ Children will learn about the Buddha through key Buddhist stories. They will give their views and responses to questions raised through their learning about Buddha.

Art

Our main focus this term will be sculpture. This will be linked to the land artist - Andy Goldsworthy. The children will explore and create their own interpretations of work by Andy Goldsworthy, using a range of art and design techniques.

Music

Our musical style this term will be ‘pop’. Our main focus will be to play tuned and un-tuned instruments musically. The children will experiment with and combine sounds. The children will explore a sequence of sounds and show sounds by using pictures. The children will also look back on their learning this year; listening with concentration and understanding to a range of high quality music.

Design and Technology

Our focus this term is cooking and nutrition. The children will be finding out why it is so important to eat fruit. They will design, make and evaluate a delicious fruit-based snack for a school packed lunch.

PSHE (Relationships Education and Health Education)

Our ongoing focus areas continue to be:

- To understand that children have their own special rights set out in the Convention of the Rights of the Child;

- To be able to identify some of the Articles in the Convention on the Rights of the Child;
- To understand that children's rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected;
- To know about good and not so good feelings, to know a vocabulary to describe their feelings to others and know simple strategies for managing feelings;
- To be able to communicate their feelings to others, to recognise how others show feelings and how to respond;
- To recognise what is fair and unfair, kind and unkind, what is right and wrong, both inside and outside of school;
- To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say;
- To know ways in which we are the same as all other people; what we have in common with everyone else;
- To understand how to build their Learning Powers and develop a Growth Mind Set;
- To know about basic hygiene routines, e.g. hand washing.

Our focus areas will be:

- Money and Work - Strengths and interests, as well as jobs in the community;
- Growing and changing - Recognising what makes them unique and special, their feelings, and managing when things go wrong;
- Keeping safe - How rules and age restrictions help us;
- Transition - preparing to move to year 2 and setting goals.

Building Learning Powers

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve these by understanding the steps that we could take. This will culminate in our drawings for the Growth Mindset Tree.

Should you have any questions about your child's learning, please contact the School Office.