

Year One

Summer One Curriculum Letter

TEAM JAMAL

Mrs Jamal

Reach for the stars!

TEAM HARPER

Mrs Harper

Nothing is impossible!

Why can't a meerkat live in the North Pole?

Week One & Week Two

Why are oceans and seas so important to our planet?

Week Three onwards . . .

Week One – How do we use technology to write?

In Computing, we will use simple programmes to write a postcard making links with our English texts. We will develop the skills of using the keyboard to perform several different actions including pressing return to start a new line, using the caps lock to add a capital letter and the space bar to include spaces between words. We will also learn how to add images to complete our postcards.

Week Two – How does Africa inspire art?

As Artists, we will begin by appraising the artwork of Edward Saidi Tingatinga, a Tanzanian painter. We will discuss the techniques the artist uses and whether we like his work or not, giving our reasons why. We will then move onto the skill of mono painting; drawing an image of an African animal then using ink and rollers to transfer the image onto another piece of paper through pressure.

English

We will complete our work on fact files, continuing to explore and compare animals that live in contrasting environments, discovering more about their habitat, behaviour and diet as well as using our knowledge of adjectives to enable us to write descriptive sentences about their appearance. We will use the information from the stories we have shared so far in this theme and other non-fiction texts to gather this information. As we write our fact files, we will use headings to organise our writing and write in the third person.

Why are our oceans and seas so important to our planet?

Week Three and Four – Geography - What is an ocean?

As Geographers, we will dive deep to explore the world's oceans and seas! We will begin by defining what an ocean is and the difference between an ocean and the sea. We will use our knowledge of the continents from our last theme to locate and identify where the different oceans and seas are on a world map.

We will begin to develop an understanding of just how deep the oceans are and how varied the animals are that live there. We will make links to our learning in Science by exploring the habitats of these different creatures.

We will discover more about how important the oceans are to life on Earth, the types of human activity that means they are under threat and the type of damage there already is and what we can do to protect our oceans and marine life.

Week Five and Six – Science – What creatures live in the sea?

As Scientists, we will build on our prior learning of animals and the different groups that they belong to. We will move on to looking more specifically at the different types of animals that belong to the different groups, such as how a goldfish, a guppy and an Atlantic cod all belong to the fish family.

We will compare different animals by looking at their breeds and species to develop our understanding even further. We will then use the key features of these different animals to identify what is the same and what is different about them.

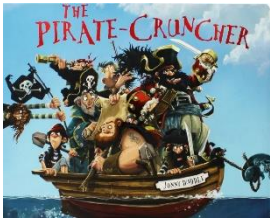
We will further develop our understanding of what different animals eat within these groups, for example not all carnivores will eat the same types of meat, not all herbivores will eat the same types of plants.

RE – How do we show we care?

As Philosophers, we will think about the different people and things we care about. We will share what we care about and discuss the different ways we can show that we care. We will explore stories from the religions of Christianity and Islam that help us to see how they view caring as important. We will explore how we care in our class and celebrate the caring acts we have done for each other.

English

We will discover the first new and exciting story that we will share as part of this theme. We will make predictions about the story using our noticing skills to look for clues in the text and illustrations. To help us to understand the story we will focus on the main characters and track their feelings over the course of the story. We will take on the role of a character to help us to understand more about how they are feeling, and we will discuss the reasons why they change, in more detail. Whilst in role, we will then write letters home describing our adventures on the high seas! We will spend time exploring the features of a letter, such as writing in the first person, the past tense and using an informal tone. We will look for ways that we can make our writing more interesting to the reader by including exciting and creative adjectives to describe everything around us. We will then make links to our learning in Science and Geography as we explore under the sea to discover all of the incredible creatures that live there. Using the information that we have discovered, we will create our own fact files, using what we already know about this type of non-fiction writing. Our writing will be organised under subheadings and be written in the third person.



Maths

As Mathematicians we will develop our skill of counting in twos, fives and tens and how this can support us to count and identify the total in equal groups. Using our knowledge of equal groups, we will create and use arrays as an introduction to simple multiplication and division. We will also continue to develop our understanding of place value in numbers up to 100. We will use the value of each digit within a two-digit number to help us to compare and order numbers from the smallest to the greatest. We will consolidate our previous learning on finding one, then ten more and less by using practical resources such as 100 squares and our knowledge of number patterns. We will also continue to use concrete manipulatives such as base ten and counters to represent two-digit numbers. There will be a focus on finding half and quarters as we move onto developing our knowledge of fractions. We will begin by identify a half or a quarter of an object or a shape then move onto strategies that we can apply to finding a half or a quarter of a quantity. To do this we will make links to our learning on multiplication and division by sharing into equal groups.

Phonics

The focus for the next 6 weeks of Phonics will be revision for the Phonics Screening Check.

Week 1

/ay/ play

/a-e/ shake

/ea/ each

/e/ he

Alien (nonsense) words – vol, quass, sloom, tabe, jair, joil.

Read and write the Tricky Words (revising words already taught) – eye, sure, pure, said, were.

Week 2

/ie/ pie

/i-e/ time

/o/ go

/o-e/ home

Alien (nonsense) words – ind, blard, zome, meast, foid, vaw.

Read and write the Tricky Words (revising words already taught) – were, one, here, today.

Week 3

/ue/ blue rescue

/ew/ chew new

/u-e/ rude cute

/aw/ claw

Alien (nonsense) words – zued, yewn, drell, blorn, glog, thrisk.

Read and write the Tricky Words (revising words already taught) – today, their, people, your, any.

Week 4

/ea/ head

/ir/ bird

/ou/ cloud

/oy/ toy

Alien (nonsense) words – scroy, ept, spraw, quisk, chort, shome.

Read and write the Tricky Words (revising words already taught) – any, many, who, whole, two.

Week 5

/i/ tiger

/a/ paper

/ow/ snow

/u/ unicorn

Alien (nonsense) words – uct, waib, joil, splue, stret, meve.

Read and write the Tricky Words (revising words already taught) – two, eye, thought, through, friend.

Week 6

/ph/ phone

/wh/ wheel

/ie/ shield

/g/ giant

Alien (nonsense) words – rem, zuve, strad, brait, yad, skap.

Read and write the Tricky Words (revising words already taught) – friend, once, our, because, laugh.

PE – Wear your PE kit to school!

PE will be every **Tuesday afternoon** for each Year One class. Please can you ensure that your child comes to school in the correct PE kit on **Tuesday** each week.

Please ensure all uniform is **PLAIN** with no logos or lines.

Plain White T-shirt/Polo

Plain Blue/Black Shorts

Plain Blue/Black Jogging bottoms

Trainers

(If you choose to during winter)



Learning for Life – How can we look after each other and the world?

PSHE – We will begin to understand our responsibility to look after our world, beyond the classroom. We will start to identify the responsibilities that we have and how we can help and care for the people and animals that make up our world. We will explore how kind and unkind behaviours can affect others, such as being polite and playing cooperatively. We will also develop our understanding of how our needs grow and change as we grow and change. Through this we will make links to how we can manage upcoming changes by thinking about how we can prepare for our move to Year Two.

E safety: What would happen if I used technology all day?

We will explore the story Webster's Bedtime to help us to understand healthy ways of using technology. We will discuss the importance of having rules to follow when using technology, making links to the rules we follow to help keep us safe online, exploring their differences and any similarities there may be. We will create our own set of rules to help us use technology in a healthy way.

Science – Seasonal Changes

As Scientists, every half term we will spend time observing the changes to our world as the seasons change. We will describe what we notice about the weather during each season, discussing what is the same and different across the year. We will become increasingly familiar with scientific vocabulary and develop our confidence when using it to explain our understanding. We will develop our knowledge of days of the week and months of the year, understanding their order, and answering questions about what came before and what will come after. We will work as Scientists as we produce weather reports, measure and record the temperature and compare our findings to previous recordings.