

Maths

This term we will start with the unit 'Multiplication and Division'. In this block of learning, children explore counting forwards and backwards in 2s, 5s and 10's, building on prior knowledge of doubles and finding 1 more and 1 less as well as the exploration of multiples of 10 up to 50 as well as counting by making groups of 10. Next, we will follow with the block 'Fractions'. The children will begin by learning about specific fractions, starting with a half and then a quarter. The children will recognise these fractions pictorially and will also find a fraction of a shape and a quantity.

RE

We will be exploring sacred places in our community with a focus upon Christianity and Judaism. We will explore why believers access these sacred places and why they are so important. We will learn about the different features these places have and compare them with one another to identify similarities and differences.

English

Our T4W (Talk for Writing) text: 'The Door' - It's a great short portal story about a boy called Billy who has a curious nature so 'when he sees a door in a hillside, he has to turn the handle' and take a peek inside. Where will 'The Door' take Billy? Where would it take you? Another world? Another time? Another dimension ...? (power of 3)

PLEASE SEE PAGE 2 FOR FURTHER INFORMATION ON THE ENGLISH CURRICULUM

Science

We will be naming and grouping animals and discussing their features and characteristics. The animal groups we will explore are mammals, reptiles, fish, birds and amphibians. We will observe the wildlife in our school pond and planting and tending our school garden will be another focus.

Music

Improvisation & Expression
Our social question is - How does music make us happy?
We will: Recap core elements - pulse, rhythm, pitch & timbre.
• Improvise using voices, instruments and movement.
• Create patterns with long & short notes, & simple melodic phrases using high and low sounds.
• Introducing musical notation - recognising simple symbols & rhythms.
• Learning about body percussion, trying out beatboxing, & even creating our own body music compositions.

PE

We will be focusing on the racket sport tennis in their PE lessons. We will develop key skills required for tennis including racket control, direction and hitting a ball. We will have the opportunity to play games independently and we will be taught the importance of honesty when following game rules.

D&T

We will be applying and extending skills taught previously to find out about levers and pivots. We will complete some research, based on our initial designs then explore a range of resources and materials. We will then design and make a moving animal which we can then evaluate.

History

We will be finding out about Greta Thunberg and what her actions achieved across the world. How she motivated other children to take action to help our planet. We will then write a newspaper article or deliver a news programme to share what she ...

Computing

We are looking at data and information. We will begin to use labels to put objects into groups. We will begin to demonstrate our ability to sort objects into different groups, based on the properties we choose. We will use our ability to sort objects into different groups to answer questions about data.

PSHE/RSE

We will explore the topic 'money matters'. The children will explore what money is and its different forms. We will develop our understanding of the difference between a 'need' and a 'want'. We will look at ways we can keep money safe and recognise that people make different choices about how to spend or save money. We will look at aspirations and careers, looking at different job roles and understand that everyone has different strengths and talents.

Focus: Settings: The story is great for teaching us the writer's tools of description of a setting using: prepositions, adjectives, similes, alliteration. It also teaches us how to vary the way we start sentences so that the story runs along fluently, keeping the reader hooked from beginning to end.

We will be exploring different story settings and will be changing the setting in our text. During this time, we will respond to what we have listened to and heard by articulating and justifying our answers, arguments and opinions. We will give well-structured descriptions and explanations of what we have heard.

We will develop our comprehension skills by;

- exploring and discussing word meanings, linking new meanings to those already known. Making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them
- answering and asking questions

In our writing we will;

- Use the suffix-'ed' / 'ing' and the prefix 'un'
- We will use 'and' to link words and sentences, adjectives, positional language, plural s, -es and Time adverbials

We will use new vocabulary and adjectives within our writing to describe settings

- We will write sentences using adjectives

We are focusing on changing the story setting and will use the story setting toolkit to support us with this.

We are focusing on Spelling, Grammar and Punctuation – adverbials.

- We will write sentences with punctuation.
- We will use capital letters, full stops, question marks

We will be learning to read through and edit our work to ensure that it makes sense.

Year 1

Topic: Perfect Planet Summer 2025

Big Question-Is our planet perfect? How can we help our planet?