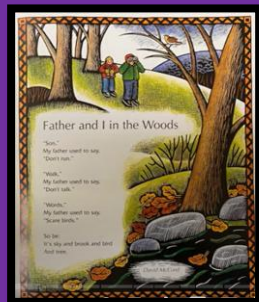
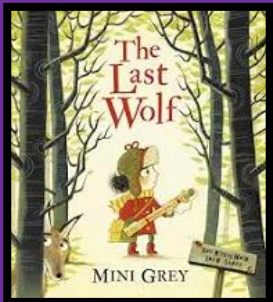


As readers and writers we will read:



- Read the text 'The last Wolf' by Minnie Grey and write a persuasive letter in character.
- Learn the poem 'Father and I in the Woods' by David McCord and write our own shape poems inspired by this.
- Read 'Grandad's Secret Giant' by David Litchfield and write a story.
- Learn the poem 'Fox' by Kathy Henderson and write our own description poem.
- We will also continue to focus on our reading domains
- using our reading dogs; Victor Vocabulary, Rex Retriever, Predicting Pip, Inference Iggy and Sequencing Suki
- We will complete weekly guided reading sessions within daily phonics lessons and complete weekly reading comprehensions.



Y1 Curriculum Summer Term Cycle 1



As citizens we will:

Learn how to keep safe in familiar and unfamiliar situations. For example,. Looking at different household products (including medicines) that can be harmful and by discussing who helps keep us safe.

As musicians we will:

- Identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.
- make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.

As scientists we will:

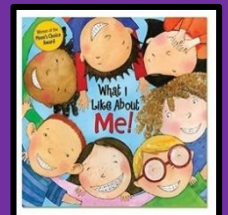
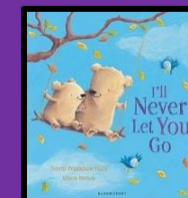
- Complete the unit 'Introduction to plants'
- Identify plants and their features.
- Recall some of the roles that flowering plant parts have.
- Name some trees and their parts.
- Identify similarities and differences between deciduous and evergreen leaves.
- Recall that seeds and bulbs come from plants.
- Recognise that seeds need water for growth
- Complete the unit 'Making connections'

As mathematicians we will:

Complete units on

- Multiplication and Division
- Fractions
- Position and direction
- Place value
- Money
- Time

Book we will read together:



As geographers we will:

- Complete the unit 'What can you see at the coast'
- Name and locate the seas and oceans surrounding the UK in an atlas.
- Label these on a map of the UK.
- Describe the location of the seas and oceans surrounding the UK using compass points.
- Define what the coast is.
- Locate coasts in the UK.
- Name some of the physical features of coasts.
- Explain the location of UK coasts using the four compass directions.
- Name features of coasts and label these on a photograph.
- Identify human features in a coastal town.
- Describe how people use the coast.
- Follow a prepared route on a map.
- Identify human features on the local coast

In Religious Education we will:

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad
- Recognise the words of the Shema as a Jewish prayer
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.
- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)

As historians we will we will:

- Complete the unit 'How was school different in the past?'
- Correctly order and date four photographs on a timeline and add some dates.
- Ask one question about schools in the past.
- Make one comparison between schools in the past and present.
- Use sources to research and develop an understanding of what schools were like 100 years ago.
- Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.
- Recognise two similarities and two differences between schools now and schools in the past.
- State whether they would have preferred to go to school in the past or not and explain why.

In Physical Education we will:

- Complete our daily mile.
- Participate in athletics lessons involving a range running and throwing events.
- Attend weekly Forest school sessions during Summer 1.
- Attend gymnastics lessons
- Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

As Design Technology we will:

- Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make.
- Clearly label drawings to show which parts of their design will move and in which direction.
- Make a picture, which meets the design criteria, with parts that move purposefully as planned.
- Evaluate the main strengths and weaknesses of their design and suggest alterations .
- Join fabrics together using pins, staples or glue.
- Design a puppet and use a template.
- Join their two puppets' faces together as one.
- Decorate a puppet to match their design.

As computer users we will:

- Complete the unit 'Digital imagery'
- Plan a pictorial story using photographic images in sequence.
- Explain how to take clear photos.
- Take photos using a device.
- Edit photos by cropping, filtering and resizing.
- Search for and import images from the internet.
- Explain what to do if something makes them uncomfortable online.
- Organise images on the page, orientating where necessary.
- Represent animal-themed data in different ways, using objects and technology.
- Log in and use mouse and keyboard skills to navigate the computer.
- Represent the same data as a pictogram and a table or chart.
- Collect data about minibeasts using a tally chart and represent their data digitally.
- Click and drag objects to sort data using a branching database.
- Consider the types of input that would be used to gather different forms of data when designing an invention.
- Complete lessons on E-safety