





Year 1 Curriculum Information Summer Term 2024

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| Teachers: | Mrs Simmons (Year Group Leader) (1S) Mrs Parker/Mrs Lewis (1PL) Miss Cruse (1C) |
| Support staff: | Mrs Ward Miss Bolton Miss Smith Miss Powell Miss Linkute |
| Reminders and messages | <p>I hope you had a fantastic Easter and welcome back!</p> <p>There are a few important messages to recap:</p> <ol style="list-style-type: none"> 1. Please ensure you send your child in with a named water bottle. Please ensure these are not kept in your child's bag to avoid spillages on your child's books. 2. If you are reading with your child at home, please remember to sign the diary. We want to be able to reward them with a raffle ticket for the Golden Ticket Box if they have achieved their target of reading four times a week. Remember Oxford Reading Buddy or Busy Things phonic activities can be one of those four sessions. 3. 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 logins, please see your child's class teacher. 4. This term your child will be completing a statutory Phonics Screening assessment during the week beginning 10th June 2024. Our learning afternoon will focus on blending skills using Phases 2,3,4 and 5. There will be real words and pseudo words to decode using their phonic skills. |
| Key dates | <ul style="list-style-type: none"> ● Phonics Learning Afternoon and phonic screening parent briefing – Wednesday 1st May 2024 ● National Phonics Screening assessment takes place in school week beginning 10th June 2024 ● Walk to School Week ~ Monday 20th May – 24th May 2024 |
| 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"> ● Story settings ● The Very Hungry Caterpillar by Eric Carle ● Informal letter writing and instructional writing ● Rhyme and syllables in poetry <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 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.

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 Harder to Read and Spell words (tricky words we cannot sound out) 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 use 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.

To develop comprehension skills and answering questions about a piece of text by reading it back, finding the answer and underlining it.



Handwriting -

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

A big focus this term is to ensure all children are forming their letters correctly, starting and finishing in the right place. Children will practise writing on line, focusing on ascending and descending letters.

Maths



The children will be learning to:

Count in multiples of 2's, 5's and 10's and to recognise/make equal and unequal groups.

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

Divide by sharing equally.

Begin to 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 30/60 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, counting on 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. They will identify signs of Summer including changes in weather and the Year One garden.

Animals including humans: they will be recapping animal classification. Children will be learning to identify and name a variety of flowers and sort animals into the groups fish, amphibians, reptiles, birds and mammals. Children will explore plant and animal life cycles, including insects and frogs found in our outdoor learning areas.

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



Trees



Garden Plants

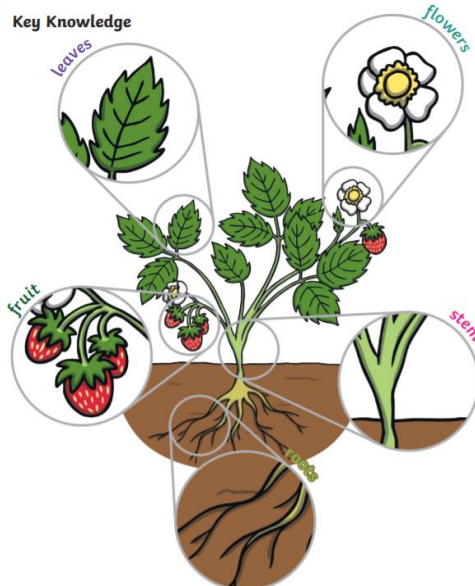





To look at all the planning resources linked to the Plants unit, [click here](#).


Plants Year 1

| Key Vocabulary | |
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| 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. |

Key Knowledge



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| <p>Topic (this includes all Foundation subjects)</p>  | <p>The topics for this term are:</p> <ul style="list-style-type: none"> ● Flat Stanley – travelling around the UK and wider world. (Geography) ● Wildlife gardens and outdoor nature project (Science and Geography) ● Victorian toys/famous scientists (History and English) ● Sewing (DT) ● Insect sliders / habitat study (DT and Science) ● Flowers (Art and Science) <p>The children will be learning:</p> <p>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.</p> <p>To use a range of materials and techniques creatively, exploring colour, pattern, texture, line, 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 (Georgia O’Keefe) 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 growing, changing and becoming more independent ● To learn about the safe use of medicines and household substances ● 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. Team games. ● 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>Holi: Hindu Spring Festival</p> <p>Sukkah: Jewish Harvest Festival</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 visit Reverend Chris Hood and they will listen to him explain how Pentecost is celebrated in the Christian Church and they will have an opportunity to ask him any questions that they may have.</p> |

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| <p>Music</p>  | <p>In Summer Term 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 and will be learning to create sounds and show an awareness of pitch.</p> <p>Children will explore different composers and will listen 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 about:</p> <ul style="list-style-type: none"> ● Animated Stories- key learning will include; children can add a background to the page, children can use the additional drawing tools on My Story mode, and children can change the font style and size. ● Coding- key learning will include; to understand what instructions are and predict what might happen when they are followed, to use code to make a computer program, to understand what object and actions are, to understand what an event is, to use an event to control an object, to begin to understand how code executes when a program is run, to understand what backgrounds and objects are, and to plan and make a computer program. |
| <p>Homework</p> | <ul style="list-style-type: none"> ● Our reading target continues to be a minimum of 4 times a week, which can include the books sent home by the class teacher, supplementary books, high frequency word/keyring words, library books, Oxford Reading Buddy, newspapers, posters and magazines. Please make sure you sign your child’s home/school diary. ● The children can select words from their keyring to focus on spelling skills. ● Children are encouraged to apply number skills to games and in everyday scenarios e/g/ laying the tables, helping with shopping and telling the time. |

The benefits of going for a walk, visiting the park or a trip to the beach:



Emotional Development Benefits of Outdoor Play

1. Use of All Five Senses
2. Foster Independence
3. Learn to Self-Reflect
4. Build Resilience



Mental Health Benefits of Outdoor Play

1. Reduced Risk of Mental Illness
2. Lowered Stress and Fatigue
3. Increased Happiness

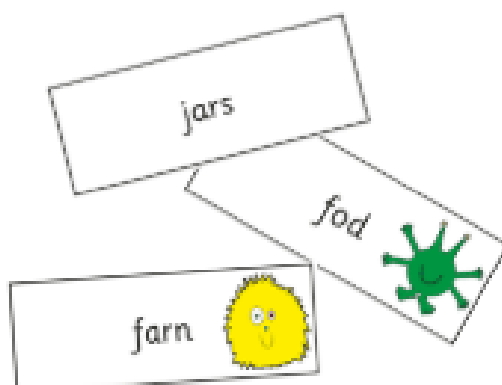
The Phonics Screening Check – A guide for Parents

What is the phonics screening check?

The phonics screening check is a short, statutory reading assessment designed to give teachers information about how individual children are progressing in phonics. It is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard.

Who takes the check?

Year 1 children are expected to take the phonics screening check during a specified week in June. Some Year 2 children might also be checked if they didn't achieve the expected standard in Year 1 or if they have not taken the check before.



What happens during the phonics screening check?

The check contains 40 words. Each child sits one to one with a teacher and reads each word aloud. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense/alien words). The check takes about 10 minutes but each child can complete it at their own pace.

What are pseudo words (nonsense/alien words)?

Pseudo words are words that are phonically decodable but are not actual words with an associated meaning. Children cannot read these words by using their memory so they have to use their decoding skills. All pseudo words in the check are accompanied by a picture of an imaginary creature so that children recognise these as nonsense or 'alien' words.

How are the results reported?

By the end of the Summer Term, schools will report results of the check to parents and will confirm if children have met the standard threshold.

What happens if a child does not meet the standard?

The screening check will identify children who have phonic decoding skills below the level expected for the end of Year 1 and who therefore need extra help and support. Children who do not achieve the expected level will retake the test when they are in Year 2.

How can I support my child at home?

- Enjoy sharing and reading books as much as possible.
- If your child is struggling to read a word, encourage them to 'sound out' and then blend the sounds together from left to right.
- Talk about the meaning of unfamiliar words.
- Ask your child's teacher if you have any questions.



Useful links

Find further information about phonics and home reading on the FFT Phonics Portal:
<https://parents.fft.org.uk/>

The Department for Education (DfE) also publish guidance which you can find here:
<https://www.gov.uk/government/publications/phonics-screening-check-information-for-parents>