

Year group: 1

Term: Summer 1

Topic: United Kingdom



Literacy

Daily Reading / Story Session/ Daily Phonics Sessions

Reading sessions incorporate Year 1 word reading and comprehension skills with a strong focus on phonics.

Class Reads

This half term we are looking at traditional fables. The children will:

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read many common exception words from (English appendix 1)
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.

Class Text: **Paddington**

Writing Genre: letter

Immerse

- To explore the class text and understand the character's adventures.

Analyse

- To identify and order the different features of a letter.

Skills

- To use question marks and exclamation marks.
 - To write in full sentences using year 1 suffixes.
 - To use a capital letter for names of people, places and the days of the week.
 - To write simple sentences from memory, incorporating taught GPCs, common exception words, and correct punctuation.
- Plan
- To plan a letter from Paddington using capitals for proper nouns and year one punctuation.
- Write
- To write a letter from Paddington using capitals for proper nouns and year one punctuation.
- Edit/Review
- To proof read writing to check spellings include all sounds and sentences include all words.

Class Text: **The Tower Bridge Cat**

Writing Genre: fable

Immerse

- To retell a modern fable using actions and pictures.

Analyse

- To identify and order the different parts of the story.

Skills

- To recognise adjectives within a piece of text and find synonyms.
- To write in full sentences using capital letters and full stops.
- To use year 1 suffixes and prefixes.
- To write simple sentences from memory, incorporating taught GPCs, common exception words, and correct punctuation.

Plan

- To plan a retell of a modern fable using capital letters and full stops.

Write

- To retell the story of 'The Tower Bridge Cat' using capital letters and full stops.

Edit/Review

- To proof read writing to check full stops and capital letters have been used correctly.

Creative writing: spring poem

Creative writing: modern fable

Independent assessed writing: geography topic letter

Maths

Unit 12: Numbers 50 to 100 and beyond

- To count groups of ten and then count on in ones to identify 2-digit numbers
- To represent numbers using Dienes on a place value chart
- To represent the number 100 and understand that it is equal to ten groups of ten
- To represent numbers within 100 as number bonds
- To recognise one more and one fewer and ten more and ten fewer
- To compare numbers within 100 on a number line
- To compare numbers within 100 on a place value chart
- To order numbers within 100

	<ul style="list-style-type: none"> To identify the pattern in a sequence of numbers <p>Unit 13: Addition and Subtraction</p> <ul style="list-style-type: none"> To apply knowledge of number bonds within 20 To add ones to a 2-digit number To subtract ones from a 2-digit number To add ones to a 2-digit number with regrouping To subtract ones from a 2-digit number with regrouping To solve word problems To identify addition and subtraction fact families To solve problems in context using addition and subtraction To solve problems in context using addition and subtraction <p>Unit 14: Money</p> <ul style="list-style-type: none"> To identify the physical properties of coins To recognise the value of different coins To recognise the value of different coins To identify the value of different coins and notes To compare different amounts of money. To use addition and subtraction in the context of money To exchange money for items To find the total cost of two items To calculate change
Science	<p>Seasons: Spring and Summer</p> <p>Pupils will know and understand...</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies how the weather changes from winter to spring? what happens to plants and animals in spring and summer? what changes can be seen in the weather from spring to summer? understand how the changing seasons can affect humans <p>Pupils will learn...</p> <ul style="list-style-type: none"> Can we describe the four seasons? How does the weather change from winter to spring? What happens to plants and animals in spring? How does the weather change from spring to summer? What happens to plants and animals in summer? How do the changing seasons affect humans?
History	Not this half term
Geography	<p>United Kingdom</p> <p>Pupils will know and understand...</p>

	<ul style="list-style-type: none"> • become familiar with maps of the United Kingdom and learn to recognise its shape and to locate it on a world map and a globe • identify England, Northern Ireland, Scotland, and Wales, as well as their capital cities • locate their own town/city within the United Kingdom • develop contextual knowledge of the location of significant places within the UK—including their defining physical and human characteristics • recognise the four countries' individual flags, as well as the Union Jack and what it represents • begin to develop an understanding of the concept of union. <p>Pupils will learn...</p> <ul style="list-style-type: none"> • What is the United Kingdom? • What is it like to live in Scotland? • What is special about Wales? • Why do people visit Northern Ireland? • What is England famous for? • What is the Union Jack and what does it represent?
Art	<p><u>Painting:</u> Pupils will know and understand...</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people. <p><u>Pupils will learn...</u></p> <ul style="list-style-type: none"> • To investigate how to mix secondary colours. • To apply knowledge of colour mixing when painting. • To explore colour when printing. • To experiment with paint mixing to make a range of secondary colours. • To apply their painting skills when working in the style of an artist.
Design Technology	Not this half term
Computing	<p><u>iLEARN AI</u> Pupils will know and understand...</p> <ul style="list-style-type: none"> • <u>To recognise common uses of information technology beyond school.</u> <p><u>Pupils will learn...</u></p>

	<ul style="list-style-type: none"> • To understand that intelligence can be simulated by machines • To learn about everyday AI applications • To understand that computers learn using information given to them by people • To understand that artificial intelligence (AI) may not always be accurate or reliable • To understand that AI can help people be creative
PE	<p><u>Net and Wall</u> <u>Pupils will know and understand...</u></p> <ul style="list-style-type: none"> • To know the correct technique to hit a ball using a racket. • To know how to throw a ball over the net. • To know how to track a ball or object. • To know what a ready position is. • To know how to score points. • To know what it means to be a sportsman and or woman. <p><u>Pupils will learn...</u></p> <ul style="list-style-type: none"> • I can hit a ball using a racket. • I can throw a ball to land over the net and into the court area. • I can track balls and other equipment sent to me. • I can use a ready position to move to the ball. • I recognise changes in my body when I do exercise. • I show honesty and fair play when playing against an opponent.
Music	Not this half term
RSE	<p><u>Module 2 Unit 4: Being Safe</u> <u>Children will discuss:</u> The difference between good and bad secrets and the risks of being online. Children will learn about the effects of harmful substances and what to do in an emergency situation.</p> <p>Session 1: Good and Bad Secrets Pupils will know and understand:</p> <ul style="list-style-type: none"> • The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them • How to resist pressure when feeling unsafe <p>Session 2: Physical Contact Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know that they are entitled to bodily privacy. • That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest. <p>Session 3: Harmful Substances</p>

	<p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Medicines are drugs, but not all drugs are good for us. • Alcohol and tobacco are harmful substances. • Our bodies are created by God, so we should take care of them and be careful about what we consume. <p>Session 4: Can You Help Me? (Part 1)</p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • About what is and isn't an emergency • That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade <p>Session 5: Can You Help Me? (Part 2)</p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To call 999 in an emergency and ask for ambulance, police and/or fire brigade • That if they require medical help but it is not an emergency, basic First Aid should be used instead of calling 999 • Some basic principles of First Aid
<p>Immesive Events/Visits/Vistors etc</p>	<p>I</p>