



## **Year 1 Overview of Learning**

### **Summer 1 2024**

Welcome back and hope you all had a relaxing 2-week break! This half term will see the children in Year 1 learning;

#### **English:**

This half term we will first be focusing our learning through going on adventures in capital cities. The children will be exploring 'The Queen's Hat' by Steven Antony. Throughout this story we will be learning to predict, sequence, use speech bubbles as well as improving our sentence structure using capital letters, finger spaces, full stops, cursive writing, adjectives and nouns in their neat handwriting. Moving on to looking at 'Paddington in the Palace' by Michael Bond and finally 'The Great Fire of London' as our non-fiction text.

We will be learning to:

- Predict, summarise and retell main events in a text
- Write sentences with correct punctuation
- Use finger spaces
- Use capital letters and full stops in the correct place.
- Form letters correctly
- Use our phonic knowledge to sound out our words and sentences
- Write instructions
- Poetry
- Use adjectives
- Use nouns and proper nouns

Vocabulary: full stop, capital letter, finger space, sentence, conjunction, adjective nouns

#### Inspire days

- Friday 26<sup>th</sup> April – Royal Afternoon Tea
- Wednesday 1<sup>st</sup> May – Making marmalade sandwiches
- Great Fire of London inspire day TBC

Children have daily phonics lessons (Read, Write, Inc) where they are grouped according to the phonic sounds they know.

Reading certificates:

For every week your child reads 5 times and is recorded in the reading record, your child will receive a star. These stars will be counted weekly and reading certificates will be handed out.

**5 stars = Bronze certificate**

**15 stars = Silver certificate**

**25 stars = Gold certificate**

**40 stars = Platinum certificate**

In handwriting sessions, we will be focusing on correct letter formation; ensuring letters are positioned correctly on the line and are the correct size in relation to each other.

We also have daily story time where the children can enjoy listening to stories for pleasure. We have started reading short chapter books from the Roald Dahl collection.

### **Maths:**

This first part of this half term we will be focusing on multiplication and division

- ❖ Count in 2s
- ❖ Count in 10s
- ❖ Count in 5s
- ❖ Recognise equal groups
- ❖ Add equal groups
- ❖ Make arrays
- ❖ Make doubles
- ❖ Make equal groups – grouping

This will be followed by a unit on fractions

- ❖ Recognise half of an object or shape
- ❖ Recognise half of a quantity
- ❖ Find half of a quantity

- ❖ Recognise a quarter of an object or shape
- ❖ Recognise a quarter of a quantity
- ❖ Find a quarter of quantity

And finally finish with a geometry unit on position and direction

- ❖ Describe turns – left, right, forwards, backwards
- ❖ Describe position
- ❖ Ordinal numbers

We ask key questions that can be answered at home as well;

- How can you count the pairs?
  - What pairs can you see/find?
  - How can you use the number line/number grid to help you count in 2s?
  - What patterns do you see when you count in 2s?
  - When you count in 2s, what numbers will you say/not say?
  - How many equal groups of 2 are there?
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- What is the whole?
  - How many parts are there?
  - Are the parts equal?
  - Is this a half? How do you know?
  - How does this show half?
  - Is this a half or a whole?
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- What is a turn?
  - How do you make a full turn?
  - How do you make a half/quarter turn?
  - If this is a quarter turn, what do you think a three-quarter turn is?
  - Does it always matter which direction you turn?
  - Can you get to the end position in more than one way?

The children start all maths lessons with a flashback 4 and a problem solving and reasoning. These ensure children have remembered past skills and can use new skills and learning to answer the questions.

Vocabulary:

Equal, doubles, same as, patterns, groups of, quarter, half, direction, position, ordinal

**Foundation Subjects:**

| <b>Subject</b>   | <b>Focus of learning</b>  | <b>Star Words (vocabulary your child will be learning)</b>                           |
|------------------|---|--|
| <b>Geography</b> | <p>Capital cities in the United Kingdom</p> <p>The children will learn that the UK, is officially known as the United Kingdom of Great Britain and Northern Ireland.</p> <p>The UK includes the <b>island</b> of <b>Great Britain</b>, Northern Ireland and many smaller island.</p> <p>There are four countries in the United Kingdom (UK): England, Scotland, Wales and Northern Ireland.</p> <p>The four compass points are North, East, South, West</p>                   | <p>City, capital, location, map coast line surround flag compass</p>                 |
| <b>Science</b>   | <p>This half term the children will be studying plants – looking at wild flowers, and evergreen and deciduous trees.</p> <p>We are hoping to walk to the bluebell wood at the end of TMA.</p>   | <p>Bean, hypothesis, grow, root, shoot</p>   |
| <b>Art</b>       | <p>Flora and Fauna</p> <p>In this pathway children are introduced to the idea that many artists use flora and fauna to inspire their work. We look at artists who used drawing as a way to accurately capture the way plants and insects look, and artists who use their imagination to create their own versions of flora and fauna.</p> <p>Children will spend time engaged in close looking as a way to build drawing skills. They also experiment with new materials.</p> | <p>Draw collage sketch segment detail flora fauna antennae leg body petal medium</p> |

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|                  | <p>They practice cutting and collage skills and explore shape and colour to build images.</p> <p>Finally, there is the opportunity for children to work collaboratively on a shared background for the artwork, and pupils can see how their individual efforts are valued as part of a larger class artwork.</p>   |  |
| <b>Computing</b> | <p>Data Handling – an introduction to data</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> <li>• Represent animal-themed data in different ways, using objects and technology.</li> <li>• Log in and use mouse and keyboard skills to navigate the computer.</li> <li>• Represent the same data as a pictogram and a table or chart.</li> <li>• Collect data about minibeasts using a tally chart and represent their data digitally.</li> <li>• Click and drag objects to sort data using a branching database.</li> <li>• Consider the types of input that would be used to gather different forms of data when designing an invention.</li> </ul>                | <p>designing<br/>digital<br/>content<br/>digital image<br/>document<br/>edit<br/>editing<br/>program<br/>evaluate<br/>folder<br/>graphics<br/>input<br/>instructions<br/>log in<br/>photo<br/>program<br/>order<br/>save<br/>sequence<br/>share<br/>software</p> |
| <b>R.E</b>       | <p>The children will be looking at the Bible and understanding the Old Testament and the New Testament. They will be listening to stories which have a moral to them; Moses, Noah's Ark, David and Goliath, Jonah and the whale.</p>  | <p>Christian,<br/>Jewish,<br/>disciple,<br/>Judaism,<br/>Rabbi, Bible,<br/>Faith</p>   |
| <b>P.E</b>       | <p>Invasion games – are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage</p> | <p>Roll, throw,<br/>catch, track,<br/>receive, send</p>  |

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|              | <p>their own games, showing respect and kindness towards their teammates and opponents.</p> <p>Striking and fielding - are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games.</p> |   |
| <b>PSHE</b>  | <p>Relationships – The children will learn in these lessons;</p> <ul style="list-style-type: none"> <li>• Know that everyone's family is different</li> <li>• Know that there are lots of different types of families</li> <li>• Know that families are founded on belonging, love and care</li> <li>• Know how to make a friend</li> <li>• Know the characteristics of healthy and safe friends</li> <li>• Know that physical contact can be used as a greeting</li> <li>• Know about the different people in the school community and how they help</li> <li>• Know who to ask for help in the school community</li> </ul>   | <p>Family, belong, different, same, friendship, qualities, caring, share, kind, greeting, touch, feel, feelings, confidence, self-belief, celebrate, relationships, appreciate, special</p> |
| <b>Music</b> | <p>Classical music, dynamics and tempo – the children will learn to use their body to move in rhythm, to perform a song and use instruments in time to the music.</p> <p>Observe others and try to play appropriately.</p> <p>Sing in time from memory, with some accuracy.</p> <p>Play either a call and/or a response role in time with another pupil.</p> <p>Keep a steady pulse.</p> <p>Improvise, using their instrument, to a given stimulus.</p>  | <p>Fast, slow, quiet, dynamics, tempo, musical composition</p>  |

## Home Learning:

Reading: Reading and sharing books is vital for your child's development. We know children who read frequently do better in school. Therefore, we encourage you to read with your child every night and **record the reading you do in your child's Reading Record** so we can see how well they are doing at home. We ask parents and carers to support your child's progression in reading by discussing the book they have read and asking questions about the book to develop their understanding of the text.

Children can also access Bug Club and Numbots with their own log in details.

Weekly spellings will be sent home every Friday and tested the following Thursday. Please ensure your child practices these words several times throughout the week to help them commit the spellings to memory.

Maths home learning will be set weekly and sent home on a **Friday**. Children can hand this back in as soon as it is completed or at the latest the following **Wednesday**.

PE days are **Tuesdays and Thursdays**. Please ensure **earrings are taped over or taken out** and no jewellery is worn on these days.

Thank you in advance for your support.

Mrs Watkins

Miss Begum

Zebra Class Teacher

Giraffe Class Teacher