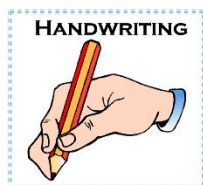
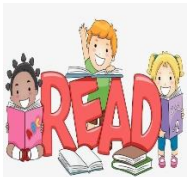




Curriculum Information Sheet – Summer 1 2024-25
Year 1 Classes: Dancing Dolphins & Talented Turtles

ENGLISH

Phonics
ee ur ow
wh y au



This half term the pupils will be focusing on the following genres in their writing lessons:

Recount from Personal Experience

Pupils will know the terms sequence, chronological order and recount. They will be able to explain events in the order that they happened and write sentences to explain an event.

Instructional Writing



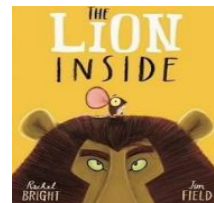
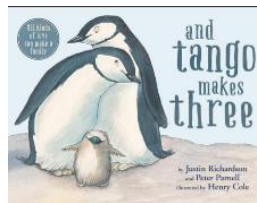
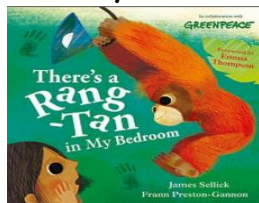
Pupils will know the features and layout of instruction writing. They will know how to write a set of instructions for something they have made. Pupils will use imperative verbs to write command sentences and use a numbered list to order steps in their writing.

Poetry – Pattern and Rhyme



Pupils will build their skills when identifying pattern and rhyme in poems. They will know that a syllable is a single, unbroken sound in a spoken word and that a repeated pattern of the number of syllables gives a poem a rhythm. Pupils will be able to recognise words that rhyme as well as identify and count syllables in words.

Main Key Texts:



We will be using the two books above as a focus for some of our reading activities. We will continue to focus on developing retrieval, inferencing, prediction, sequencing skills as well as enhancing the pupils' vocabulary.

Phonics

We will focus on reading and spelling more level 5 phonemes during the half term, and we will be focusing on alien words (also known as pseudo/nonsense words) in preparation for the Phonics Screening Check in June 2025 (more information to follow).

**We will continue to teach the reading and spelling of the year 1 'Common Exception Words' (also known as 'tricky words') throughout the half term.*

MATHS



Measurement:

- Introduce capacity and volume
- Compare and measure capacity
- Measuring length and height

Number: Multiplication and Division

- Count in multiples of twos, fives and tens
- Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations, and arrays with the support of the teacher.

Number: Fractions

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Children will continue to get opportunities to develop and apply their knowledge and understanding of number concepts and will develop their reasoning and problem-solving skills.

SCIENCE



Plants

This summer term, we will be learning about plants and we will be covering the following objectives:





- Finding out what a plant is
- Identifying and describing garden plants
- Identifying and describing wild plants
- Identifying and describing a range of trees
- Identifying different parts of a plant
- Make observations of growing plants
- Identifying and naming garden and wild plants
- Naming and knowing different parts of the plants/trees
- Knowing about deciduous and evergreen trees (linked to seasonal changes)
- Experiments around plants and how/what they need to grow (condition/environment)






Seasons: (Ongoing)

- Observe changes across the seasons (Spring Season)
- Observe and describe weather associated with the seasons and how day length varies

Working Scientifically:

- Identifying and classifying
- Gathering and recording data to help answer questions
- Performing simple tests

<p>TOPIC WORK</p> 	<p><u>Geography</u> <u>Mapping and Fieldwork</u></p> <p>In this unit the children will study imaginary and real maps. Children will also learn to:</p> <ul style="list-style-type: none"> • Take part in simple fieldwork • Use inspiring books, such as <i>We're Going on a Bear Hunt</i> and <i>The Storm Whale</i>, to define the purpose of maps and then apply those skills to real situations in familiar settings • Use simple fieldwork and observational skills to study the geography of our school and its ground and the key physical and human features.
<p>ART & DESIGN</p> 	<p><u>Art</u> <u>Sculpture and 3D Paper Play</u></p> <p>This unit introduces pupils to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures.</p> <p>Children develop skills in:</p> <ul style="list-style-type: none"> • Creating 3D structures • Applying painting skills in three-dimensional art • Enhancing their understanding of form and construction.
<p>PSHE</p> 	<p><u>Economic Well-Being</u></p> <p>This term the children will learn all about money and cover these aspects:</p> <ul style="list-style-type: none"> • Explain how children might get money. • Explain some different ways to keep money safe. • Discuss the role of banks and building societies. • Recognise that people may make different choices about spending or saving. • Explain that a range of jobs exist in and out of school and that different skills are needed for jobs.
<p>MUSIC</p> 	<p>We will be having Harrow Services come to teach Music with our children.</p> <p>They will be teaching (subject to change): <u>Musicianship 3</u></p> <p>More complex singing games with wider vocal range Playing rhythm patterns on percussion Rhythm patterns - ta, titi, shh, taa, tikatika (aural) From notation - ta, titi, shh, Solfa - SMLD</p>

<p>COMPUTING</p> 	<p><u>Coding - Unit: On the Move</u></p> <p>The children will begin to learn what a computer programme is and how they work. They will learn about the codes that are used to make different things happen on the screen.</p> <p>Children will be using a coding programme to support this and will understand the need for instructions to be clear to enable the result they want to create.</p>	
<p>HEALTH & WELLBEING</p> 	<p><u>Physical Education</u></p> <p>Hands 1: The focus of learning is to develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender.</p> <p>Pupils will explore different ways of sending (passing) the ball to their partner. Pupils will learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.</p> <p>Meditation is practised in the morning and halfway through the day to reflect on learning.</p>	<p><u>Yoga</u></p> <p>Theme: Yoga and the Elements</p> <p>Objective: Connect with the elements of nature through yoga-inspired movements.</p> <p>Asana: Mountain Pose, Flower Pose, and Star Pose.</p> <p>Pranayama: Bumblebee Breath.</p> <p>Philosophy: Understanding the harmony and balance in nature.</p> <p>Meditation: Visualising being in a peaceful garden surrounded by elements of nature.</p>
<p>SPECIALIST SUBJECTS</p> 	<p><u>Sanskrit</u></p> <p>Reading and writing: Devanagari Vowels e and ai</p> <p>Topic: Food</p> <p>Bhagwat Gita: 3.43</p>	<p><u>Spanish</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> To name different kitchen objects. To listen to some kitchen objects and identify them. To read amounts of kitchen objects and draw it according to the instructions. To write amounts of kitchen objects according to what they see. To describe kitchen objects by their colour. 
<p>Philosophy Religion and Ethics</p> 	<p><u>Theme: Courage (Who will protect me?)</u></p> <p>Children will explore what makes them personally afraid in order to learn about, and begin to develop, courage and freedom from undue fear.</p> <p>They will learn the story of young Prahalad, his courage in adversity, his dependence on Lord Narayana, and the Lord's reciprocation and protection.</p> <p>This will be extended to children having the courage to 'try new things'.</p>	