
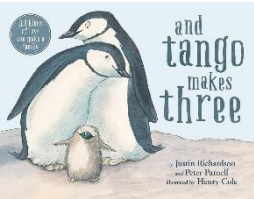
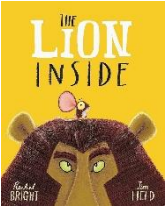

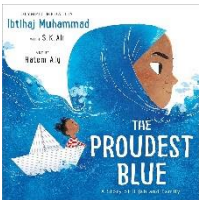


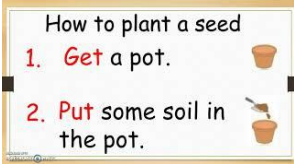
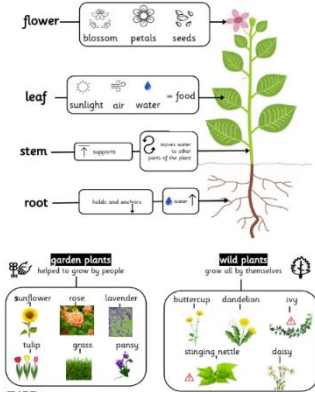
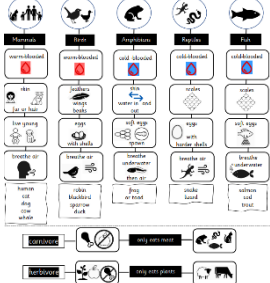




Year 1: Summer Term Curriculum Information for Parents 2024

Subject Area	Curriculum Information	
<p>English</p>	<p><u>Reading</u> <u>There's a Rang-Tan in My Bedroom</u></p> <ul style="list-style-type: none"> Focus on the core text and for retrieval using visual clues and summarising. Focus on the nonchronological report for using subheadings to find facts. Focus on the persuasive poster to infer the emotions it elicits. Focus on the core text and a narrative extract for retrieval including a focus on language. Focus on the core text and an informal letter to explore inference and a personal response to a text.  <p><u>And Tango Makes Three</u></p> <ul style="list-style-type: none"> Focus on the narrative for prediction and sequencing. Focus on explanation text for retrieval. Focus on the narrative texts for understanding characters' feelings. 	<p><u>The Lion Inside</u></p> <ul style="list-style-type: none"> Focus on the core text and a fact sheet for retrieval and summarising. Focus on the core text to identify clues for inference. Focus on the narrative extract for personal response.  <p><u>Usborne Illustrated Stories from Aesop, The Hare and the Tortoise</u></p> <ul style="list-style-type: none"> Focus on the core text for summarising and sequencing. Focus on the explanation text for retrieval of specific fact. Focus on the core text for inferring personality from what is said. Focus on the pamphlet for inference and personal response.  <p><u>The Proudest Blue: A Story of Hijab and Family</u></p> <ul style="list-style-type: none"> Focus on the core text for prediction and retrieval. Focus on the poem to retrieve vocabulary. Focus on the core text for inferring feelings from pictures. Focus on the core text and information text for personal response. 
	<p><u>Writing</u></p> <ul style="list-style-type: none"> Shape Poems and Calligrams Informal Letters Setting Descriptions Poetry on a theme Instructional Writing   	
<p>Maths</p>	<p><u>Number: Multiplication and Division</u></p> <ul style="list-style-type: none"> Count in 2s Count in 5s Count in 10s Make equal groups Add equal groups Make arrays 	<p><u>Number: Place Value to 100</u></p> <ul style="list-style-type: none"> Count from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens

	<ul style="list-style-type: none"> • Make doubles • Make equal groups – grouping • Make equal groups – sharing <p>Number: Fractions</p> <ul style="list-style-type: none"> • Recognise a half of an object or a shape • Find a half of an object or a shape • Recognise a half of a quantity • Find a half of a quantity • Recognise a quarter of an object or a shape • Find a quarter of an object or a shape • Recognise a quarter of a quantity • Find a quarter of a quantity <p>Geometry: Positions and Directions</p> <ul style="list-style-type: none"> • Describe turns • Describe position - left and right • Describe position - forwards and backwards • Describe position - above and below • Ordinal numbers 	<ul style="list-style-type: none"> • Compare any two numbers <p>Measurement: Money</p> <ul style="list-style-type: none"> • Unitising • Recognise coins • Recognise notes • Count in coins <p>Measurement: Time</p> <ul style="list-style-type: none"> • Before and after • Days of the week • Months of the year • Hours, minutes and seconds • Tell the time to the hour • Tell the time to the half hour
<p style="text-align: center;">Science</p>	<p>Plants, Including Trees</p> <ul style="list-style-type: none"> • What are the parts of a plant? • What are wild plants and where do you find them? • What are garden plants and where do you find them? • What makes a tree? • What types of trees are there? (Trees that live around my school) • What's the difference between trees? 	<p>Revisit Plants and Animals Including Humans</p> <ul style="list-style-type: none"> • Remember it - Animals, including humans • Elaborate it - Animals, including humans • REMEMBER IT - What do we know about plants and seasons? • What do I remember about plants? • Remember: What are the parts of a plant? • Remember: What are deciduous and evergreen trees? 
<p style="text-align: center;">PRE (Philosophy, Religion and Ethics)</p>	<p>Summer 1: Avatars -Values exemplified by God</p> <ul style="list-style-type: none"> • Know that Krishna can come in many forms and that he has 10 main ones (dasavatars). Explore the story of four of these dasavatars. • Understand and identify that when Krishna appears in a different form he does so to help and protect his devotees. • Discuss why Krishna appears in these forms and why he doesn't just come as himself each time. • Identify key values that the Lord or his devotees have displayed within the pastimes. 	<p>Summer 2: The deity is Krishna -Relating with Krishna</p> <ul style="list-style-type: none"> • Know and understand that the deity is non-different from Krishna himself. Know that Krishna accepts our worship through the form of his deity. • Develop a desire to perform worship of the deities. Actively participate in a rota of worship through this term that will carry on through to year 1. • Explore and be able to explain different ways in which to worship the deity including Arati, chanting, dancing paying obeisances, taking darshan, offering food etc.

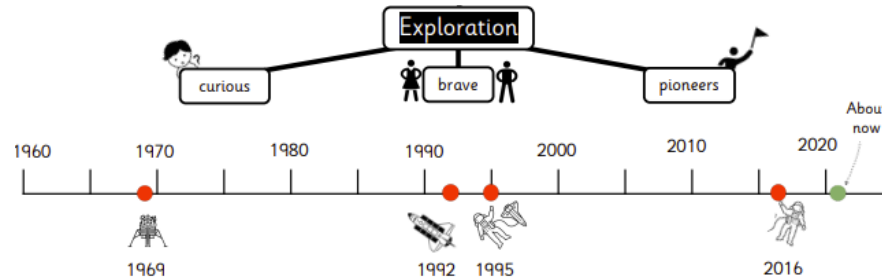
- Explore and discuss how we can learn from these values and apply them practically.








- Identify and practice rules of respectful behaviour towards the deities.
- Describe the order in which Arati is performed.
- Practice how to perform a simple Arati for the deities.

History

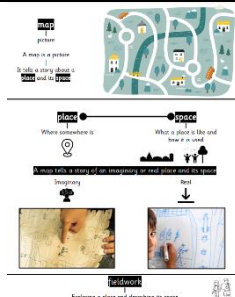
Lives of significant individuals

- Who was Neil Armstrong? What did he achieve?
- Who is Mae Jemison? What did she achieve?
- Who is Bernard Harris Jr? What did he achieve?
- Who is Tim Peake? What did he achieve?
- Compare the achievements of two significant individuals. What was similar and what was different?



Neil Armstrong	Mae Jemison	Bernard Harris Jr	Tim Peake
			
First person to land and walk on the Moon.	First African American woman to become an astronaut.	First African American to perform a space walk.	First British astronaut to perform a space walk.
About 50 years ago	About 20 years ago	About 15 years ago	About 5 years ago
Apollo 11 space rocket	Space Shuttle	Space Shuttle	International Space Station
Eagle Moon lander			

Geography



Mapping and Fieldwork

- What is a map?
- How do I make an imaginary map? We're going on a bear hunt
- How do you show what a place is like? The Storm Whale
- How do I make a real map?



Computing



Summer 1: Programming A - Moving a robot

- Buttons: To explain what a given command will do
- Directions: To act out a given word
- Forwards and backwards: To combine forwards and backwards commands to make a sequence
- Four directions: To combine forwards and backwards commands to make a sequence
- Getting there: To plan a simple program
- Routes: To find more than one solution to a problem

Summer 2: Programming B – Programming animations

- Comparing tools: To choose a command for a given purpose
- Joining blocks: To show that a series of commands can be joined together
- Make a change: To identify the effect of changing a value
- Adding sprites: To explain that each sprite has its own instructions
- Project design: To design the parts of a project
- Following my design: To use my algorithm to create a program

<p>Art</p>	<p><u>Collage</u> In this block, pupils will look at Castle and Sun by Paul Klee. They will learn about using collage techniques to create a layered surface for their artwork. Pupils will also use muted colours to soften an image. They will use lines as well as pattern to suggest something is there. Children will know:</p> <ul style="list-style-type: none"> • Collage can be used as a background. • Paper can be torn or cut for effect. <p>Children will be able to:</p> <ul style="list-style-type: none"> • Build up layers, using collage to create a background • Tear paper and use scissors to cut for precision 	
<p>Design and Technology</p>	<p><u>Food and Nutrition</u> Pupils will learn that eating is a sensory experience. They will learn about the nutritional value of vegetables and why colourful food can be better for you. They will use a range of culinary techniques to create and modify dishes that appeal to the senses. Children will know:</p> <ul style="list-style-type: none"> • Why colourful food can be healthier • How different foods can affect their senses <p>Children will be able to:</p> <ul style="list-style-type: none"> • Peel, chop and grate a selection of vegetables • Modify food to suit their food senses 	 <p><i>Castle and Sun (1928) by Paul Klee</i></p>  <p><i>Rainbow wraps Crudités Vegetable kebabs</i></p>
<p>PSHE</p>	<p><u>Summer 1: Relationships</u></p> <ul style="list-style-type: none"> • Lesson 1: To identify the members of my family and understand that there are lots of different types of families. Vocabulary: Family, belong, different, same • Lesson 2: To identify what being a good friend means to me. Vocabulary: Friends, friendship, qualities, caring, sharing, kind • Lesson 3: To know appropriate ways of physical contact to greet my friends and know which ways I prefer. Vocabulary: Greeting, touch, feel, texture, like, dislike • Lesson 4: To know who can help me in my school community Vocabulary: Help, helpful, community, feelings • Lesson 5: To recognise my qualities as person and a friend Vocabulary: Confidence, praise, qualities, skills, self-belief, incredible, proud • Lesson 6: To tell you why I appreciate someone who is special to me Vocabulary: Celebrate, relationships, special, appreciate, feeling 	<p><u>Summer 2: Changing Me</u></p> <ul style="list-style-type: none"> • Lesson 1: To start to understand the life cycles of animals and humans Vocabulary: Changes, life cycle, baby adulthood • Lesson 2: To tell you some things about me that have changed and some things about me that have stayed the same. Vocabulary: Change, life cycle, baby, adult, grown up • Lesson 3: To tell you how my body has changed since I was a baby. Vocabulary: Baby, growing up, adult, mature, change • Lesson 4: To identify the parts of the body that make boys different to girls and use the correct names for these Vocabulary: Male, female • Lesson 5: To understand that every time I learn something new, I change a little bit. Vocabulary: Learn, new, grow, change • Lesson 6: To tell you about changes that have happened in my life. Vocabulary: Change, feelings, anxious, worried, excited, coping.

<p>PE (Physical Education)</p>	<p><u>Hands</u></p> <ul style="list-style-type: none"> • Developing dribbling skills to keep the ball away from defenders. • Exploring and improving passing techniques using hands. • Developing various methods of sending a ball using hands. • Understanding the importance of aiming when passing a ball. • Learning to adjust force and speed when passing a ball. • Exploring different techniques for stopping a ball with hands. • Developing techniques to prevent opponents from passing the ball. • Combining sending and receiving skills while maintaining possession. • Using prior knowledge to effectively combine sending and receiving skills. 	<p><u>Team Building</u></p> <ul style="list-style-type: none"> • Introduce teamwork and understand what makes an effective team. • Develop the skills required to make an effective team. Develop their communication skills, enabling them to create simple strategies to complete a challenge. • Understand why it is important to trust our partner (team) if we are going to be successful. • Continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team. • Explore simple strategies as a team. • Explore simple strategies as a team to help us solve a problem.
<p>Sanskrit</p>	<p><u>Summer 1</u></p> <ul style="list-style-type: none"> • Introduction to the Devanagiri Consonants • Alphabet Song • Discussing the culture of using Respectful words within the school during conversation practice. • Book: Vidyarambha and Picture dictionary • Krishna Krishna aam Amba, Number and Consonant song • Narsimha Kavaca- Verse 1-5 	<p><u>Summer 2</u></p> <ul style="list-style-type: none"> • Reading the Devanagiri Script • Alphabet Song • Role Play • Book: Vidyarambha and Picture dictionary • Krishna Krishna aam Amba, Number and Consonant song • Jagannatha Astakam- Verse 1
<p>Music</p>	<p><u>Musicianship 3</u></p> <ul style="list-style-type: none"> • More complex singing games with wider vocal range • Playing rhythm patterns on percussion • Rhythm patterns – ta, titi, shh, taa, tika(tika)(aural) • From notation - ta, titi, shh • Solfa - SMLD 	
<p>Yoga</p>	<ul style="list-style-type: none"> • Dhyana mudra • Narasimha immunity pranayama (L1) • Manipura chakra yellow colour- 'I am fearless' Prahlad meditation • Reciting pastimes of Narasimha & Prahlad with asanas. • 'YAM' chanting • Meditation on how to honour prasadam. • Flying bhakta/ yogi 	

**Enrichment
Opportunities**

- Pupil Leadership Day
- Music Concert
- Rathyatra
- Healthy Eating and Lifestyle Workshops
- Sports Day

