
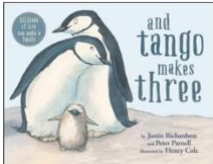
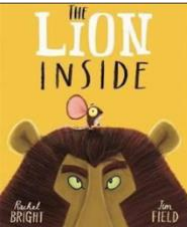

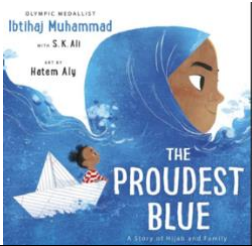

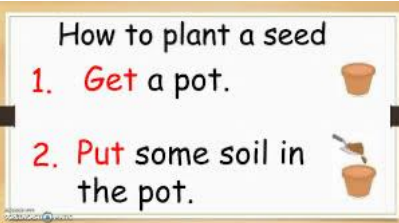





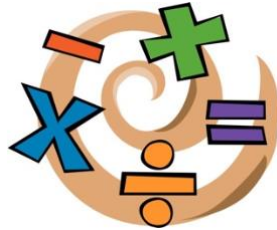
**Year 1: Summer Term Curriculum Information for Parents 2024-25**

Subject Area	Curriculum Information
<p style="text-align: center;"><b>English</b></p>	<p><b><u>Reading</u></b></p> <p><b><u>There's a Rang-Tang in my Bedroom</u></b></p> <ul style="list-style-type: none"> <li>• Focus on the core text for clues and summarising</li> <li>• Focus on the non-chronological report for using subheadings to find facts</li> <li>• Focus on the core text and a narrative extract for retrieval including a focus on language</li> </ul>  <p><b><u>And Tango Makes Three</u></b></p> <ul style="list-style-type: none"> <li>• Focus on the narrative for predication and sequencing</li> <li>• Focus on explanation text for retrieval</li> </ul>  <p><b><u>The Lion Inside</u></b></p> <ul style="list-style-type: none"> <li>• Focus on the core text and a fact sheet for retrieval and summarising</li> <li>• Focus on the core text to identify clues for inference</li> <li>• Focus on the narrative extract for personal response</li> </ul>  <p><b><u>Usborne Illustrated Stories from Aesop – The Hare and the Tortoise</u></b></p> <ul style="list-style-type: none"> <li>• Focus on the core text for summarising and sequencing</li> <li>• Focus on the explanation text for retrieval of specific facts</li> <li>• Focus on the core text for inferring personality from what is said</li> <li>• Focus on the pamphlet for inference and personal response</li> </ul>  <p><b><u>The Proudest Blue</u></b></p> <ul style="list-style-type: none"> <li>• Focus on the core text for prediction and retrieval</li> <li>• Focus on the poem to retrieve vocabulary</li> <li>• Focus on the core text for inferring feelings from pictures</li> <li>• Focus on the core text and information text for personal response</li> </ul> 
	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Poetry – Pattern and Rhyme</li> <li>• Information letters</li> <li>• Setting descriptions</li> <li>• Poetry on a theme</li> <li>• Instructional writing</li> </ul>   

## Maths

### 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
- Make equal groups – sharing



### Fractions

- 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

### Position and Direction

- Describe turns
- Describe position – left and right
- Describe position – forwards and backwards
- Describe position – above and below
- Ordinal numbers

### Place Value

- 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
- Compare any two numbers

### Money

- Unitising
- Recognise coins
- Recognise notes
- Count in coins

### Time

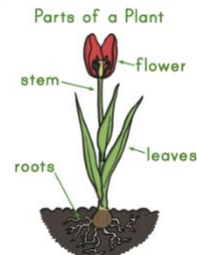
- Before and after
- Days of the week
- Months of the year
- Hours, minutes and seconds
- Tell the time to an hour
- Tell the time to the half hour



## Science

### Plants



- 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?







### Revisit: Plants



- Revisit: What do I remember about plants?
- Revisit: What are the parts of a plant?
- Remember: What are deciduous and evergreen trees?
- Remember it: Animals, including humans
- Elaborate it: Animals, including humans
- Remember it: What do we know about plants and animals?



<p><b>PRE (Philosophy, Religion and Ethics)</b></p>	<p><b><u>Summer 1: Courage – Who will protect me?</u></b></p> <ul style="list-style-type: none"> <li>Children will explore what makes them personally afraid in order to learn about, and begin to develop, courage and freedom from undue fear. They will learn the story of young Prahalad, his courage in adversity, his dependence on Krishna, and Krishna’s reciprocation and protection. This will be extended to children having the courage to ‘try new things’ and say ‘no’ to strangers.</li> </ul>		<p><b><u>Summer 2: Gratitude – Why do we say ‘thank you’?</u></b></p> <ul style="list-style-type: none"> <li>Love and gratitude are explored using the stories of Sudama and Vamana, and in relationship to family members, friends and Krishna, especially by exploring and acknowledging all they selflessly do for us.</li> </ul>
<p><b>History</b></p>	<p><b><u>Study the lives of significant individuals in the past Mary Anning and David Attenborough</u></b></p> <ul style="list-style-type: none"> <li>What has David Attenborough achieved?</li> <li>Compare the lives of Mary Anning and David Attenborough. What was similar and what was different?</li> </ul> <p><b><u>More lives of significant people – Space Explorers</u></b></p> <ul style="list-style-type: none"> <li>Who was Neil Armstrong? What did he achieve?</li> <li>Who is Mae Jemison? What did she achieve?</li> <li>Compare the achievements of two significant individuals, what was similar and what was different?</li> </ul>		
<p><b>Geography</b></p>	<p><b><u>Mapping and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>How do I make a real map?</li> </ul> <p><b><u>Revisit Unit</u></b></p> <ul style="list-style-type: none"> <li>Where are the 7 continents of the world?</li> <li>What are the 5 oceans of the world?</li> <li>What are the 4 countries and capital cities of the United Kingdom?</li> <li>Where are the seas and oceans that surround the United Kingdom?</li> </ul>		
<p><b>Computing</b></p>	<p><b><u>Programming B: Programming Animations</u></b></p> <ul style="list-style-type: none"> <li>To identify the effect of changing a value</li> <li>To explain that each sprite has its own instructions</li> <li>To design the parts of a project</li> <li>To use my algorithm to create a program</li> </ul>	<p><b><u>Creating Media – Digital Writing</u></b></p> <ul style="list-style-type: none"> <li>To use a computer to write</li> <li>To add and remove text on a computer</li> <li>To identify that the look of text can be changed on a computer</li> <li>To make careful choices when changing text</li> <li>To explain why I used the tools that I chose</li> <li>To compare typing on a computer to writing on paper</li> </ul>	

<p><b>Art</b></p>	<p><b><u>Painting and Mixed Media</u></b></p> <ul style="list-style-type: none"> <li>• To investigate how to mix secondary colours</li> <li>• To apply knowledge of colour mixing when painting</li> <li>• To explore colour when printing</li> <li>• To experiment with paint mixing to make a range of secondary colours</li> <li>• To apply their painting skills when working in the style of an artist</li> </ul> 	
<p><b>Design and Technology</b></p>	<p><b><u>Food and Nutrition - Smoothies</u></b></p> <ul style="list-style-type: none"> <li>• To identify fruits</li> <li>• To describe where fruits and vegetables grow</li> <li>• To practice food preparation skills</li> <li>• To select ingredients for a recipe</li> <li>• To apply food preparation skills to a recipe</li> <li>• To evaluate against the design brief</li> </ul> 	
<p><b>PSHE</b></p>	<p><b><u>Summer 1: Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Making friends</li> <li>• People who help us</li> <li>• Being my own best friend</li> <li>• Sanga session</li> </ul> 	<p><b><u>Summer 2: Changing Me</u></b></p> <ul style="list-style-type: none"> <li>• Lifecycles</li> <li>• Changing me</li> <li>• My changing body</li> <li>• Boys and girls bodies</li> <li>• Coping with changes</li> <li>• Sanga session</li> </ul>
<p><b>PE (Physical Education)</b></p>	<p><b><u>Summer 1: Growing (Dance)</u></b></p> <ul style="list-style-type: none"> <li>• Responding to rhythm</li> <li>• Developing the growing plant dance</li> <li>• Introduction to motifs</li> <li>• Creating motifs and creating movement sequences</li> </ul> 	<p><b><u>Summer 2: Growing (Dance) cont.</u></b></p> <ul style="list-style-type: none"> <li>• Relationships and performance</li> </ul> <p><b><u>Feet 1</u></b></p> <ul style="list-style-type: none"> <li>• Recap moving a ball using our feet</li> <li>• Develop moving a ball using our feet</li> <li>• Applying dribbling into games</li> <li>• Consolidate dribbling</li> <li>• Explore kicking</li> <li>• Apply kicking to score a point</li> </ul>

<p style="text-align: center;"><b>Sanskrit</b></p>	<p><b><u>Summer 1: Devanagari Vowels/Topic – Food/PRE-Link –Narsimha arati and Jagannatha astakam verse 1</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to ए/ऐ vowels. Narsimha Aarati</li> <li>• To write Vowels covered. Jagannatha astakam verse 1 line 1</li> <li>• To recall In the sky and Animals nouns in Sanskrit. Jagannatha astakam verse 1 line 2</li> <li>• To read vowels in Devanagari. Jagannatha astakam verse 1 line 3</li> <li>• End of year Assessment on vowels and Topic Vocab In the sky and Animals</li> </ul>	<p><b><u>Summer 2: Devanagari Vowels/Topic – Food/PRE-Link – Jagannathastakam verse 1</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to Topic - Food -Introduction to ओ/औ vowels. Jagannatha astakam verse1</li> <li>• To recall Food nouns in Sanskrit. Jagannatha astakama verse 1</li> <li>• To write the Diphthongs in Devanagari. Morning prayers</li> <li>• To read the Diphthongs in Devanagari. Meditation prayers</li> <li>• To make a Sanskrit menu of Food items. Prasadam prayers</li> </ul>
<p style="text-align: center;"><b>Yoga</b></p>	<p><b><u>Summer 1: Throat Chakra</u></b></p> <ul style="list-style-type: none"> <li>• Practice various asanas to improve self –expression and balance the throat chakra</li> <li>• Practice 1 cycle of Chandra Namaskar flow (L1) daily linking with the qualities of Lord Rama</li> <li>• Practice Bhramari to experience relaxation for a better sleep</li> <li>• Practice variations of Bhujangasana to maintain lower back and shoulder flexibility</li> <li>• Practice various sitting positions such as Padmasana to improve blood flow</li> <li>• Practice various hand mudras learnt in Autumn and Spring to encourage daily sound and silence meditations</li> </ul>	<p><b><u>Summer 2: Third Eye &amp; Crown Chakra</u></b></p> <ul style="list-style-type: none"> <li>• Practice various standing, sitting, prone and supine asanas to invoke the energies of the third eye and crown chakras – connection with spiritual devotion</li> <li>• Practice Prasrita Padottanasana Vinyasa in the flow of Chandra Namaskar to improve mobility and flexibility</li> <li>• Practice gratitude meditation to cultivate relationships and self-confidence</li> <li>• Practice Bhramari and Sheetali pranayama to calm the mind and cool the body</li> <li>• Practice asanas and recognise its main names learnt in Autumn and Spring to maintain wellbeing</li> <li>• Practice foot massage to improve blood circulation and promote balance</li> </ul>
<p style="text-align: center;"><b>French</b></p>	<p><b><u>Summer 1: Je peux</u></b></p> <ul style="list-style-type: none"> <li>• Recognise, recall and spell 10 action verbs in French.</li> <li>• Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</li> <li>• Attempt to combine positive and negative sentence</li> </ul>	<p><b><u>Summer 2: Shapes</u></b></p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 shapes in French. Attempt to spell some of these nouns.</li> <li>• Recognise that nouns are commonly associated with an article in French and in this case 'UN' or 'UNE'.</li> </ul>

<p><b>Music</b></p>	<p><b><u>Music lessons are delivered by specialist teachers from Harrow Music Services</u></b></p> <ul style="list-style-type: none"> <li>• More complex singing games with wider vocal range</li> <li>• Playing rhythm patterns on percussion</li> <li>• Rhythm patterns – ta, titi, shh, taa</li> <li>• From notation – ta, titi, shh</li> <li>• Solfa - SMLD</li> </ul>	
<p><b>Enrichment Opportunities</b></p>	 <p><b><u>Trips, Workshops and Visits</u></b></p> <ul style="list-style-type: none"> <li>• Edgware High Street visit</li> <li>• Online workshop – The National Gallery</li> </ul>	