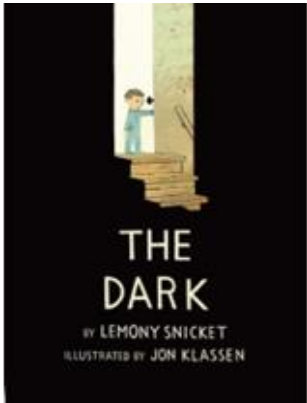
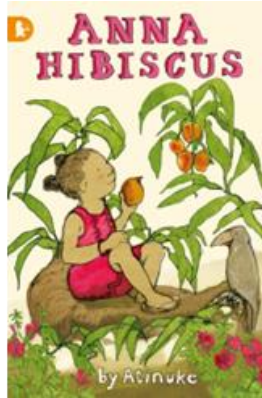


Year 1 - Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p style="text-align: center;">Fairy Tales and Traditional stories</p> <p>Explore a range of fairy tales and identify patterns. Read and sequence a traditional version of Cinderella. Explore characters and events through roleplay. Retell Cinderella using a story-map.</p> <p>Grammar focus: Begin to write in complete sentences.</p>	<p style="text-align: center;">Fairy Tales and Traditional stories</p> <p>Write descriptively about a character and settings using adjectives. Create a wanted poster for a villain.</p> <p>Grammar focus: Join words and join clauses using 'and'.</p>	<p style="text-align: center;">Letters</p> <p>Dear Greenpeace by Simon James Read and discuss the text, examining the format and purpose of letters. Write a short letter and a thank you card.</p> <p>Grammar focus: Punctuate questions with question marks and sentences with full stops and exclamation marks</p>	<p style="text-align: center;">Letters</p> <p>Dear Greenpeace by Simon James. Revise capital letters, full stops, exclamation and question marks. Edit writing to add missing punctuation.</p> <p>Grammar focus: Identify and distinguish statements, questions and exclamations.</p>	<p style="text-align: center;">Poems about nature</p> <p>Children investigate poems about nature. They read, discuss, recite verses from poems, 'Daffodils' and 'Who? This will involve understanding capital letters, question marks and syllables. They will read, learn and write their own haiku.</p> <p>Grammar focus: Begin to punctuate sentences correctly.</p>	<p style="text-align: center;">Poems about nature</p> <p>Children investigate poems about nature. They read, discuss, recite verses from poems, 'Daffodils' and 'Who? This will involve understanding capital letters, question marks and syllables. They will read, learn and write their own haiku.</p> <p>Grammar focus: Use capital letters for the start of lines in poems.</p>
Maths	<p style="text-align: center;">Multiplication and Division</p> <p>In this step, children explore counting both forwards and backwards in 2s. This builds on understanding from Autumn Block 2, when children added 1 and 2,</p>	<p style="text-align: center;">Multiplication and Division</p> <p>Children begin by using stories that link to pictures and concrete resources to help support them in recognising equal groups. They recognise</p>	<p style="text-align: center;">Multiplication and Division</p> <p>In this small step, children build on their knowledge of recognising equal groups to begin to explore division through grouping. This is the first time that they are</p>	<p style="text-align: center;">Fractions</p> <p>Children explore recognising a half or two halves for the first time, looking at both objects and shapes. Children explore lots of opportunities to</p>	<p style="text-align: center;">Fractions</p> <p>Children build on the previous step to find half of a quantity. Children should see that to find a half, they need two equal groups, and should explore practically sharing a given</p>	<p style="text-align: center;">Position and Direction</p> <p>In this small step, children use the terms "full", "half", "quarter" and "three-quarter" to describe turns. They will be familiar with "half" and "quarter" from the previous block on</p>

	as well as previous knowledge of doubles and finding 1 more and 1 less.	and explain how they know when there are equal groups and when there are not.	explicitly introduced to the idea of division.	practically make halves and identify a half and a whole.	quantity of objects into two groups using skills developed in the previous block on multiplication and division.	fractions, but “threequarter” will be a new concept to them.
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Science	EVERYDAY MATERIALS					
	In the Everyday Materials project, your child will learn that materials are what objects are made from. They will observe and identify objects made from different materials in places familiar to them, such as their home and school. They will name and use their senses to explore a range of natural materials using hand lenses and digital microscopes, learning that natural materials come from the world around us, including the ground, plants and animals.	They will name and use their senses to explore a range of objects made from human-made materials, learning that they are new materials made by people from natural materials. They will write scientific questions about a chosen object made from a human-made material, its features and its use in the object, revisiting their questions during the project to see if they can identify the answers as their knowledge builds over time. They will compare a range of objects made from different materials, putting them into groups according to their similarities and differences and explaining their groups.	They will identify the properties of a range of materials, learning that materials can be described by their properties and that a property is a quality material that makes it suitable for a particular use. They will follow instructions and conduct various tests to determine different materials' properties. They will complete Venn diagrams, sorting objects according to the properties of their materials. They will complete their learning by investigating materials to determine which have suitable properties to make bunting, which will be used to decorate the school grounds.			

Guided Reading	The Dark	Anna Hibiscus
		

	<p>This book supports teachers in enabling children to develop understanding and empathy through in-depth exploration of character viewpoint. The book's distinct style and strong relationship between the text and illustration throughout is captivating and highly engaging on several levels. It offers young readers a good stimulus for their own descriptive writing as well as some potentially challenging non-fiction text types.</p>	<p>The book supports teachers to teach about emotional response to narrative fiction. The narrative structure is carefully crafted to be thought-provoking and the characters and settings are well drawn, offering an excellent opportunity to develop empathy for characters and situations. The book provides a good stimulus for their own descriptive and story writing and offers opportunities for writing simple non-fiction text types as part of wider study.</p>
Topic	CHILDHOOD	
	<p>In the Childhood project, your child will learn words and phrases related to the passage of time. They will explore artefacts to help them to understand childhood in the past and how childhood has changed over time. They will explore the six stages of life and explore timelines and family trees. Everyday life in the 1950s will be explored, including shopping, transport, family life and childhood.</p>	<p>They will also learn about the significance of Queen Elizabeth II's coronation in 1953 by studying photographs and online sources. The children will use maps to explore how places have changed over time and highlight any similarities or differences between childhood today and childhood in the 1950s. At the end of the project, they will create knowledge organisers for children who are about to study the topic of childhood.</p>
Art & DT	MIX IT	
	<p>This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork. Children also experiment with different art techniques to apply colour, pattern, and texture, while exploring the work of various artists to compare styles and make connections to their own creations.</p>	
PSHE	WHO HELPS TO KEEP US SAFE?	

	<p>This unit teaches children that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people.</p>	<p>They learn who can help them in different places and situations; how to attract someone's attention or ask for help; what to say; and how to respond safely to adults they don't know.</p>	<p>They discuss what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard. Finally, they learn how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.</p>
<p>PE</p>	<p>CIRCUIT TRAINING</p>		
<p>In this circuit training unit, children develop fundamental movement skills, including agility, balance, coordination, and endurance. They begin by focusing on changing direction, jumping, and maintaining control before progressing to combining movements for greater efficiency. As they build confidence and fitness, they complete a full circuit and work on improving their personal scores, fostering perseverance, teamwork, and a positive attitude towards physical activity.</p>			