



# Year 1 Summer Term 1

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## Enchanted Woodland

Close your eyes and imagine a forest filled with tall, old trees. The leaves on the trees are a vibrant shade of green. Sunlight streams through the branches, creating patches of light and shadow on the ground. You might find colourful flowers and mushrooms growing between the trees, and thick bushes where birds can build their nests. An enchanted forest is a magical place where imaginary creatures and exciting adventures come to life! It is like stepping into a storybook or a fairytale. In an enchanted forest, you might find talking animals, friendly elves, mischievous fairies, and maybe even a magical unicorn! Have you ever played make-believe and pretended to be a brave explorer or a character from a story? Well, in an enchanted forest, you can do just that!

Dear Parents and Carers,

Welcome to Summer Term 1 in Year 1. Our topic this half term is called Enchanted Woodland. Please see below for how this links to different areas of the curriculum.

Kind regards,

Miss Fielden and Mrs Horkuc

<u>Science</u>	<u>Maths</u>	<u>English - writing</u>
<p><b>Animals</b></p> <p>Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features.</p> <p><b>Plants</b></p> <p>Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features.</p>	<p><b>Length and Height</b></p> <ul style="list-style-type: none"> <li>• Compare lengths and heights</li> <li>• Measure length using objects</li> <li>• Measure length in centimetres</li> </ul> <p><b>Mass and Volume</b></p> <ul style="list-style-type: none"> <li>• Heavier and lighter</li> <li>• Measure mass</li> <li>• Compare mass</li> <li>• Full and empty</li> <li>• Compare volume</li> <li>• Measure capacity</li> <li>• Compare capacity</li> </ul> <p><b>Multiplication and Division</b></p>	<p><b>High-quality texts:</b></p> <ul style="list-style-type: none"> <li>• To continue demarcating sentences when writing, ending a sentence with a full stop</li> <li>• To use capital letters for the personal pronoun I, for names and for the start of a sentence</li> <li>• To recognise other common uses of capitalisation e.g. for personal titles, headings, book</li> </ul>

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	<ul style="list-style-type: none"> <li>Count in 2s</li> <li>Count in 10s</li> <li>Count in 5s</li> <li>Recognise equal groups</li> <li>Add equal groups</li> <li>Make arrays</li> <li>Make doubles</li> <li>Make equal groups - grouping</li> <li>Make equal groups - sharing</li> </ul>	<p>titles, emphasis, days of the week</p> <ul style="list-style-type: none"> <li>To add question marks to questions</li> <li>To use exclamation marks within</li> </ul> <p><b>Writing styles taught:</b></p> <ul style="list-style-type: none"> <li>Storytelling</li> <li>Story sequencing</li> <li>Writing captions</li> <li>Introduction to poetry</li> </ul>	
<b>PSHE</b>	<b>RE</b>	<b>Computing</b>	<b>PE</b>
<p><b>Health and Wellbeing</b></p> <p>Keeping Safe</p> <p><b>Relationships</b></p> <p>My Family</p> <p>Losing and Finding</p> <p><b>Living in the Wider World</b></p> <p>Money</p> <p>The Environment</p> <p>Looking after Myself</p>	<p><b>To the Ends of the Earth</b></p> <p>Easter Sunday</p> <p>The Road to Emmaus</p> <p>The Ascension</p> <p>Pentecost</p> <p>The Mission of the Church</p>	<p>Use a range of computing hardware for different purposes.</p> <p>Mouse skills</p> <p>Keyboard skills</p> <p>Understand that there are online tools that can help people to create content and communicate.</p> <p>Observe how collected data can be represented electronically.</p>	<p><b>Outdoor:</b> The focus of learning is to develop pupils kicking (passing) technique applying this into a game to score points.</p> <p>Pupils will be able to collaborate and work together in a team.</p> <p><b>Outdoor:</b> The unit of work will develop pupils' understanding of how and why we jump, using our head, arms and feet, applying the correct jumping technique.</p> <p>Pupils will continue to develop and apply life skills such as courage and honesty as they play within the rules of the game and jump confidently.</p>
<b>History</b>	<b>Geography</b>	<b>Art &amp; Design</b>	<b>Design &amp; Technology</b>
<p>There are no new History objectives covered in Summer 1.</p>	<p>Countries and capital cities of the UK</p> <p>Using locational language</p> <p>Using maps</p> <p>Geographical similarities</p>	<p><b>Transient Art</b></p> <p>Use a range of materials creatively to design and make products.</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p><b>Food</b></p>

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		Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Use the basic principles of a healthy and varied diet to prepare dishes.
<b><u>French</u></b>	<b><u>Music</u></b>		
<p><b>Theme: Les Fruits</b></p> <p><b>Vocabulary:</b> Learning to say, read and write nouns for ten fruits with three correct determiners (see grammar section below). Practising numbers up to ten, greetings and sea creatures we learned last half-term.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Listening to and understanding the story of The Very Hungry Caterpillar in French.</li> </ul> <p>Building memory skills.</p> <p><b>Grammar:</b> Further exploration of concept of gender in French grammar i.e nouns are either masculine or feminine. Learning that gender determines other words in a sentence e.g the indefinite article/determiner <b>un</b> or <b>une</b>. Plurality: The plural definite article/determiner i.e the is <b>les</b> in French</p> <p><b>Phonics and Pronunciation:</b></p> <ul style="list-style-type: none"> <li>- <b>OI</b> sound in <b>poire</b></li> <li>- <b>'R'</b> made in the back of the mouth as in <b>orange, fraise, cerise</b>.</li> </ul> <p>-<b>silent letters</b> in French. When it is the final letter <b>s</b> is usually silent e.g in <b>'les</b> (pronounced almost like the 'leh'), silent <b>t</b> on end of <b>abricot</b>.</p> <p><b>Class Activities:</b> Take part in a survey by saying a fruit I like and a fruit I dislike and recording the findings. Making a class book about our favourite fruits.</p>	<p>This term we will be learning about Pitch. The children will be able to recognise high and low pitches. They will explore these on the glockenspiels. They will create pitch changes on simple graphic scores and be able to interpret a graphic score.</p> <p>We will then look at the different timbres and create musical motifs for different characters. Thinking about suitable pitch and timbre.</p>	<p>Mondays and Wednesdays.</p> <p><b><u>Book Return</u></b> Please return library books and decodable home-school books on a Friday.</p> <p><b><u>Ideas for home</u></b> Please see the Little Wandle Phonics Weekly Home Learning document.</p> <p><b><u>Spelling</u></b> Please refer to the 'Tricky Words' document containing support for teaching children how to read non-decodable words at home. The Year 1 required spelling list and the first 100 high frequency words.</p>	



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