
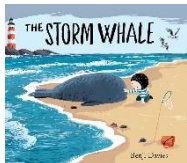

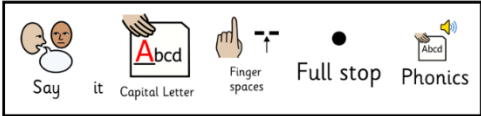




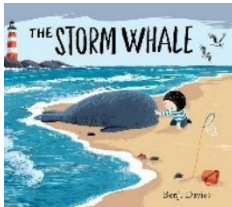





Term: Summer 2025		Year: 1
Mathematics	English	Phonics
<p><b>Multiplication and Division</b> This term we will be counting in 2s, 5s and 10s. We will be developing our understanding of equal groups and using this to help us with our grouping and sharing.</p> <p><b>Fractions</b> We will be finding a half and a quarter of one whole.</p> <p><b>Position and Direction</b> We will be describing:</p> <ul style="list-style-type: none"> <li>• turns</li> <li>• position (left, right, forwards, backwards, above and below)</li> <li>• ordinal numbers</li> </ul> <p><b>Place Value (up to 100)</b> We will be using a number line to help us find one more and one less than a given number to 100 and ordering numbers from smallest to biggest.</p> <p><b>Money</b> We will be recognising coins, notes and counting coins.</p> <p><b>Time</b> Our last unit will be time. We will recap the days of the week and months of the year. We will look at hours, minutes and seconds. Finally, we will tell the time to the hour and half hour.</p> 	<p><b>Writing:</b> We will write two narratives based on two stories The Storm Whale and The Queens Hat. We will also write a recount based on our trip to Hunstanton beach. We will be writing instructions on how to make a smoothie which links to our DT unit.</p>   <p>Across the summer term, we will ensure our writing includes:</p> <ul style="list-style-type: none"> <li>• capital letters, full stops and finger spaces.</li> <li>• joining sentences using 'and'.</li> <li>• exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• nouns, adjectives and verbs.</li> </ul>  <p>We will also be re-reading what we have written to check that it makes sense and begin to edit mistakes.</p> <p>We will continue to practise spelling our tricky words and days of the week. Also, we will add prefixes and suffixes –er-s and –es.</p>	<p>In phonics we will be recapping all the graphemes we have learnt so far in Year 1. We will be continuing to apply the graphemes we have learnt into real words but also alien words. This is in preparation for the phonics screening check. We will also be continuing to recap and learn tricky words.</p> <div>  voo          terg       </div> <div>  jound          fape       </div> <p><b>Handwriting</b></p> <p>In handwriting, we will continue to ensure we are forming all numbers and letters correctly.</p> <p>Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz</p> <p>0 1 2 3 4 5 6 7 8 9 10</p>

How to help at home	Educational visits, visitors and key dates	Key texts
<ul style="list-style-type: none"> <li>• Practise forming letters correctly.</li> <li>• Practise number bonds to 10.</li> <li>• Read together regularly and ask your child questions about the book.</li> <li>• Support with home learning.</li> <li>• Talk to your child about their day: friendship, worries and peaceful ways to solve problems.</li> </ul>	<p>27<sup>th</sup> June - Sports day  2<sup>nd</sup> June - Class photographs  3<sup>rd</sup> June – Trip to Hunstanton  12<sup>th</sup> June – Class assembly  2<sup>nd</sup> July – Jump up Day</p>	 
Creative Development	Personal and Social Development	Knowledge and Understanding of the World
<p><b>Art:</b>  We will be introduced to what sculpture can be and invited to explore the work of other sculptors whilst taking a playful and inventive approach to making our own sculptures.</p> <p><b>Music:</b>  We will be completing a unit called 'Your Imagination'. We will identify the style of a pop song and use imagination and creativity. We will find the pulse, clap rhythms and play instruments and compose a simple melody.</p> <p><b>Design Technology:</b>  Our unit is smoothies. First, we will identify if a food is fruit and learn where and how fruits and vegetables grow. We will describe appearance, smell and taste of fruits and vegetables. We will be chopping and blending fruit and vegetables safely to make a smoothie. Finally, we will design a smoothie carton packaging.</p> <p><b>Computing:</b>  We will be exploring digital writing and programme animations.</p>	<p><b>Personal, Social, Health Education:</b></p> <p><b>Summer 1:</b>  We will be learning about healthy lifestyles. First, we will learn about ways to keep healthy and why keeping healthy is beneficial. We will understand the difference between being active and sedentary. We will recognise how foods fit within the basic food groups and what constitutes to a balanced meal. Finally, we will learn that we need at least 5 portions of fruit and vegetables each day.</p>  <p><b>Summer 2:</b>  We will also complete our RSE unit. The children will name the external parts of the body and describe what their bodies can do. They will also discuss the responsibilities they have for their body parts and that their body belongs to them. They will also learn how to keep themselves clean and the importance of basic hygiene practices.</p>	<p><b>Science:</b>  One unit focuses on plants, where we will identify and name various common wild and garden species, including both deciduous and evergreen trees. Additionally, we will explore Everyday Materials, aiming to deepen our understanding of material properties and their practical applications in creative contexts.</p>  <p><b>Geography:</b>  Our geography unit is 'what is it like to live by the coast?' We will locate the seas and oceans surrounding the UK. We will explain what the coast is and identify the physical features of the coast. We will identify human features on the coast and investigate how people use the local coast.</p> <p><b>History:</b>  Our history unit, 'How Have Explorers Changed the World?', investigates notable figures such as Christopher Columbus, Dame Ellen MacArthur,</p>

Physical Development and Well being

Physical Education:

Athletics:

In this unit, we will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve our own score and against others. We will be given opportunities to work collaborative as well as independently. We will be linking our school value of resilient to this unit.

Sending and Receiving:

In this unit, we will develop our own sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. We will apply our skills individually, in pairs and in small groups and begin to organise and self-manage our own activities. We will understand the importance of abiding by the rules to keep ourselves and others safe. We will be linking our school value of caring to this unit.

Ball Skills:

In this unit, we will explore and develop our fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. We will look to perform these skills with increasing control and accuracy using co-ordination and balance. We will be linking our school value of ambitious to this unit.

Striking and Fielding Games:

We will develop our understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. We will use and develop skills such as throwing and catching, tracking a ball and striking a ball. We will learn how to score points in these types of games, how to play to the rules and use simple tactics. We will be linking our school value of inclusive to this unit.

Well-being:

To support the children's wellbeing, we will continue to make any many lessons as we can active. When appropriate, we will continue to mindful breaks and encourage everyone to speak about how they feel and recognise actions to take when you are feeling a certain way.

Matthew Henson, and Mary Kingsley. We will utilise photographs to explore historical achievements, recognise continuities, and describe the significance of various events and individuals through timeline activities.



Religious Education:

In our unit, "How does celebrating Pentecost remind Christians that God is with them always?", we explore the significance of the Holy Spirit's arrival at Pentecost, marking the birthday of the Church. Christians believe that Jesus promised a helper upon His return to heaven, with the Holy Spirit serving as an invisible friend who reassures us of God's constant presence. In our second unit, "Why do Jewish families say so many prayers and blessings?", we learn that Jewish individuals express their gratitude and reverence for God through prayers and blessings at home and in the synagogue, acknowledging His greatness and provision, while observing Shabbat as a sacred time of rest.