

# Year 1 Curriculum Information - Summer 1 2025

## English

**Class reader:** The Twits, *Roald Dahl*.

**English text:** The Disgusting Sandwich, *Gareth Edwards*

**Fiction outcome:** Innovate the disgusting sandwich story – series of simple sentences that are accurate and make sense

**Non-Fiction outcome:** To write a recount of our walk to the park

### Spelling, Punctuation and Grammar

- Read and spell all phase 5 common exception words (tricky words) spelt correctly
- To write phonetically plausible words up to unit 26 of Phonics Bug
- To write the days of the week correctly
- To use conjunction 'and' to join clauses
- To use suffix 'ing' and 'ed'
- To use prefix 'un'
- To use contractions

## Maths

### **Multiplication and division**

- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

### **Fractions**

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity

### **Geometry: Position and direction**

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns
- Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside
- Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...)

## **Science - Plants**

In this unit, children explore their local environment (school grounds or local park) to find out about the plants and animals that live in their locality. Children will learn to name and identify common wild and garden plants, including trees, so that they are familiar with common names and are able to use these in Year 2 and beyond. This topic is also linked to seasonal changes where they will observe and describe weather associated with the seasons by observing the weather in summer.

- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- To identify and describe the basic structure of a variety of common flowering plants, including trees

## **Geography – What is it like to live in Brazil and how is it different to where I live?**

In this unit, the children will explore the human and physical features of their local area and compare them to areas of Brazil. They will follow a map, use atlases and digital maps to do this. They will learn about areas of Brazil such as the Amazon rainforest and river. They will end by comparing Stretford to Rio De Janeiro.

## **RE - Living: How should we care for others and the world, and why does it matter?**

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying Bible stories, the lives of believers such as Dr Barnardo, Mother Teresa or a local believer, the Jewish practice of Tzedakah and Sukkot celebrations pupils learn about how beliefs turn into actions for many religious and non-religious people. The unit encourages creativity through the use of art and music.

## **PSHE – Relationships**

In this Puzzle the class talk about different types of families and how it feels to belong to a family. They learn about what it means to be a good friend and how to make new friends. They also explore what to do if they need help and how to ask for it.

## **Computing –iWrite**

In this unit, children are introduced to basic word processing. They learn how to enter and print text, save and retrieve work.

## **Art- Giuseppe Arcimboldo: Paint**

In this unit the children will explore a variety of Arcimboldo's paintings and find out what different natural materials he used to create his portraits. They will have a go at creating portraits to represent different things, including a portrait made up of their interests.

## **PE**

### **Jump, Shape, Create**

This 'jump, shape, create' unit builds on the experiences children have had in the Early Years where they have developed both gross and fine motor skills. Children will develop their ability to use their bodies as creative tools, making shapes both individually and as a group. Children will explore different ways of moving that will involve jumping and landing.

### **Target, Control, Combine**

The 'target, control, combine' unit has an important focus upon pupil's hand eye and foot eye coordination skills linked to sending and receiving. Pupils can use different adaptations of these activities to focus on exploration and repetition of fundamental techniques, applying them to cooperative and competitive games.

## Music - Having fun with improvisation

In this unit children will learn that improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. They will learn to improvise on their own and also in groups.

*Social Question: What songs can we sing to help us through the day?*

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A

## Home Learning Opportunities

- Homework is given out every Friday and is to be returned by Wednesday
- Practising reading and phonics sounds everyday has the most impact on learning. 3 or more reads at home a week earns a raffle ticket to enter a book prize draw at the end of the term
- Use the programmes Phonics Bug, Numbots, MyMaths and Spelling Shed to engage with extra reading and number activities.
- Please bring your reading book and record into school every day
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home
- Children will also take home a book that they can choose independently from the school library. This can be changed on a Thursday. This is a book to promote a love for reading so it can be read by the child, together with an adult or read to them
- Our PE days are **Tuesday** and **Thursday** - please send your child into school with a PE kit on and red jumper/cardigan over the top so they look smart for the whole day