



# Holbrook C of E Primary School

## Class 1: Year 1 Curriculum – Summer Term



### Our key text:



The Great Fire of London by Emma Adams

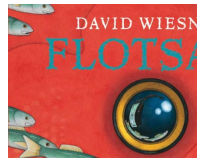
### Other texts:



Into the Forest by Anthony Browne



Rumpelstiltskin by Joanna Nadin



Flotsam by David Wiesner

### Key writing objectives:

This term, we will continue to explore a range of different styles of writing.

#### Summer 1

Focus 1- Poetry: we will learn about concrete poems before creating our own.

Focus 2- Fiction: we will explore a tale with a predictable pattern and then plan and write a patterned story independently.

Focus 3- Non-fiction: using our history knowledge, we will plan and develop an information text on the Great Fire of London.

#### Summer 2

Focus 1- Poetry

Focus 2- Non-fiction: we will use our knowledge of water and oceans to write a detailed setting description.

Focus 3- Fiction: we will explore and create a story with a familiar setting.

### Key reading objectives:

Year 1 will continue to read at least two times weekly in their reading groups. We will have one reading book each week that is matched to our phonic ability, and where appropriate may also have a weekly 'enhancement book' to help develop confidence and love of reading.

The reading sessions will focus on decoding, comprehension and reading with fluency and expression.

### Phonics:

We will primarily be reviewing Phase 5 GPCs, in preparation for the phonics screening check in June:

ay- play, a-e- shake, a- paper

ea- each, e- he, ie- shield

ie- pie, i-e time, i- tiger

o- go, o-e- home, ow- snow

ue- blue rescue, ew- chew new, u-e- rude cute,

u- unicorn

aw- claw

ea- head

ir- bird

ou- cloud

oy- toy

ph- phone

wh- wheel

g- giant

### Key maths objectives:

In maths, Year 1 will be learning about time, including how to tell the time using o'clock and half past. We will look at the order that things happen in our days, for example: we wake up and then we brush our teeth.

We will also be building on our prior knowledge of place value and learning about place value using numbers to 50 and 100.

At the end of the summer term, we will learn about ways to measure and record length and height, and how to measure and compare using non-standard units.

### Key Science objectives:

#### Materials

In this science unit, we will be exploring materials. We will start by learning how to distinguish between an object and the material from which it is made. Then we will learn how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. We will go on to describe, compare and group according to simple physical properties. Later, we will learn about notable figures such as Charles Macintosh and John MacAdam, thinking about how materials can be suited for different purposes and how some materials can even change shape.

### Computing:

Our next unit is called 'Moving a robot'. We will explore using individual commands, both with others and as part of a computer program. We will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. We will also be introduced to the early stages of program design through the introduction of algorithms.

### Geography:

This term, we will focus on the oceans and continents of the world. As well as naming and locating the seven continents and five oceans on a map, we will practise describing positions using our knowledge of compass points and explore how natural environments can be affected by the actions of humans.

### History:

In this unit, we will learn about the Great Fire of London. First, we will learn what life was like in London in the 1600s and look at what caused the fire. We will investigate sources like Samuel Pepys' diary and find out how these help us to understand what happened. Finally, we will learn how the Great Fire of London changed lives in the short term and how we live our lives today.



### Art and DT:

This term, we will learn about the artist Jan Griffier and his artworks. We will explore how to mix secondary colours and how to change tints, as well as consider the effect of different brush sizes. We will then sketch our own landscape before painting it in the style of Jan Griffier.

In DT we will build on our understanding of sliders and levers. We will revisit how they work, practise making a basic slider and lever by cutting and joining before creating our own design and step by step plans. We hope to use all these skills to create a moving picture!

### Music:

In our sessions, we will combine music and drama as we explore the well-known story of 'The Gruffalo'. We will use language to imagine and recreate roles and experiences, explore familiar themes and characters through improvisation and role play and act out parts of the story using voices for characters. We will also learn to perform a song called 'The Mouse and the Lion'.

### PSHE:

This term we will consider the question 'What can we do with money?' As part of this block, we will look at where we get money from, the choices people can make and how to keep money safe. We will also learn the difference between wants and needs.

### RE:

This term, we will consider the question 'How should we care for others and the world and why does it matter?' We will learn 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 Mother Teresa and the Jewish practice of Tzedakah and Sukkot celebrations, pupils will learn about how beliefs turn into actions for many religious and non-religious people.

### PE:

Our first focus this term is hockey, where we will learn how to control the ball, dribble, pass and shoot to score. Later, we will practise the skills needed to play a field game like rounders.

### Ideas to support at home:

You can support your child at home, not just with their homework tasks.

Thinking about our science focus, your child could go on a materials hunt at home, look at their properties and discuss with you why they think this material was used. For example, pans to cook with on the stove are often metal - why do we not use plastic or even wood?

Linking to our 'Fire! Fire!' theme, you could talk as a family about ways to stay safe in the home and check that your child knows what to do/ who to call in an emergency.

For maths, your child could perhaps read times on digital and analogue clocks to the hour and half past. Maybe you could make a list of your routine and the order you complete tasks in over different days.

Linking to our writing focus: how many stories does your child know with a repeated or predictable pattern? Some examples include 'Goldilocks and the Three Bears', 'Owl Babies', 'Emily Brown and the Thing'. Can they identify what is being repeated in these stories? Can they use this to orally tell a story of their own that has a repeated event, problem or pattern?

### Homework expectations:

Year 1 will continue to have a phonics sheet summarizing each week's learning and a maths sheet that highlights recent learning, models used, key vocabulary and gives some optional ideas for how you could support at home. As with previous terms the maths sheet will be sent out fortnightly, and the phonics sheet will be sent out weekly.

Homework will continue to be set on a Friday. We would love for children to keep reading as much as possible - please could we ask that this is recorded in your child's reading record.