



Happily Ever After...?

OUR CORE TEXTS



OTHER TEXTS WE WILL USE



KEY WRITING OBJECTIVES

Using our Holbrook Writing Routine, we will continue to explore a range of genres and writing for different purposes.

Poetry - This term, we will look at and create a concrete (shape) poem. We will use 'Where does the Bounce Come From?' by Michael Rosen to inspire us. We will also explore historical nursery rhymes like 'Sing a Song of Sixpence' and 'Muffin Man', find out what they really mean and learn how to perform them.

Non-fiction—we will be using our own school experiences to write a recount, thinking about which features we should include.

Fiction—we will use *On the Way Home* to explore the elements of a patterned story, before planning and writing one of our own.

Fiction—using *The Pea and the Princess*, we will discuss what makes this a traditional tale and use this to inform our own traditional/ fairy tale story writing.

Within all our writing tasks, Year 1 will consolidate previously taught skills such as careful word choice and punctuation.

KEY READING OBJECTIVES

In Year 1, we will continue using our most recent half termly phonics assessments to create reading groups. These groups will be read with 2-3 times per week with an adult at school. Our phonics scheme assigns books that children can decode easily in order to help build up their fluency and comprehension, so they should be able to confidently read the books they are coming home with.

Our Year 1s will continue to have daily phonics sessions, and any children who we feel require additional input will receive further daily phonics practice—we will discuss this with you, if we feel this is necessary for your child.

We ask that you continue to read as much as possible with your child at home, but please don't feel restricted to the reading book we send home—all reading is brilliant!

In addition to their Little Wandle reading book, the children will continue to be able to choose and change a 'Chatterbook' of their choice to share with you at home—this can be changed as often as necessary.

PHONICS

This term, Year 1 will primarily be reviewing Phase 5 GPCs in preparation for the phonics check. These include:

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

MATHS

In maths, Year 1 will start the term by learning about time. This will include using appropriate time vocabulary to describe, sort and order key events in a day. We will learn how to tell the time to the hour and to the half hour using an analogue clock. We will also name and sequence the days of the week and the months of the year.

Later on, we will build on our prior knowledge of place value and learn how to count, partition, represent and compare numbers from 50 to 100. This will include finding one more and one less, reading number lines and counting in tens from any number.

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

Our final units will give us the chance to investigate mass and volume, and to accurately describe position and direction.

SCIENCE

'Growth'- In our first unit this term, we will learn how to notice that animals, including humans, have offspring which grow into adults. We will find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

'Materials'- In our second unit, we will learn how to distinguish between an object and the material from which it is made. We will also learn how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.

Red Letter Learning:

- * I know that animals, including humans, have offspring which grow into adults
- * I can describe the basic needs of animals, including humans, for survival (water, food and air)
- * I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

- * I know what a material is
- * I know some materials are natural and some are man made

HISTORY

In this History unit, we will look at our local area and learn about Bess of Hardwick, who she was and why she was important. We will learn about her connection to Queen Elizabeth I and compare Queen Elizabeth I's reign and legacy with Queen Elizabeth II.

Red letter learning:

- * I can explain who Bess of Hardwick, Queen Elizabeth I and Queen Elizabeth II were.
- * I can talk about why Bess of Hardwick was important in Derbyshire.
- * I can compare the reigns of Queen Elizabeth I and Queen Elizabeth II.

RE

We will begin the term by thinking about belonging, and learn how religious people show they belong to their faith community. We will learn about ways babies are welcomed in religions and the promises made at weddings. Later on, we will explore the Gospel and consider the question 'What is the good news Jesus brings?'

Red Letter Learning:

- * I can recognise a Christian symbol of belonging and say why it's important.
- * I can recognise a symbol of belonging for Jews or Muslims and say why it's important.
- * I can explain what happens at a welcoming ceremony, like a baptism or wedding.
- * Christians believe Jesus brings good news for all people.
- * For Christians, this good news includes being loved by God, and being forgiven for bad things.
- * Christians believe Jesus is a friend to the poor and friendless.

PSHE

In PSHE, we will think about how to make healthy choices. We will find out how exercise, rest and a balanced diet are important to help us grow healthily and happily.

Red Letter Learning

- * I know how to stay safe in the sun
- * I can talk about the effect of screen time on sleep

ART

In this Art topic, we will explore printing and develop our skills to create our own stamps. We will use our stamps to create our own printed artwork inspired by Henri Matisse.

Red Letter Learning:

- * I can give an opinion on Henri Matisse's work
- * I can explain what printing is
- * I can explain how I have made my own stamp

MUSIC

This term we will explore two topics: 'Having Fun with Improvisation' and 'Let's Perform Together!' We will learn how to perform new songs and strengthen our ability to improvise while keeping a steady beat.

Red Letter Learning:

- * I can stay in time to the music when I improvise to a simple song.
- * I can change the pitch of my instrument/voice when I am improvising
- * I can describe what Jazz music is
- * I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.
- * I can talk about different styles of music and where they might come from in the world.
- * I can recognise signs and symbols that equate to the note value of one and two beats

PE

This half term we will be developing our football skills by learning how to dribble, pass and receive the ball. Towards the end of the summer term, we will learn how to work as a team and take part in orienteering games

Red Letter learning:

- * I can dribble with control, using both feet and changing direction.
- * I can pass accurately to peers using the correct part of the foot
- * I can shoot at goal with accuracy using the side of the foot.
- * I can apply basic tackling techniques without compromising safety.
- * I can demonstrate basic skills in using a compass to find directions.
- * I can read and understand a simple orienteering map recognising symbols.
- * I can follow a defined route on a map from start to finish.

DT

In this DT block we will learn what a wheel is, explore everyday wheeled objects and label key features. We will then design, make and evaluate our own wheeled product. We will learn all about axles and use a range of tools and equipment to join parts together.

Red Letter Learning:

- * I can explain how axles work
- * I can explain what my product specification is
- * I can explain how I made an axle

COMPUTING

'Programming animation'- In this first unit, we will be introduced to on-screen programming through ScratchJr. We will explore the way a project looks and use programming blocks to use, modify, and create programs.

'Programming quizzes'- In this second unit, we will use and modify designs to create our own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code.

Red Letter Learning

- * I know how to choose and link commands.
- * I know how to add and control sprites and backgrounds.
- * I know how to make a plan and build a simple program from it.
- * I know that a sequence must have a start and an outcome.
- * I know that a program should begin with a design.
- * I know how to improve a program by testing, debugging and revisiting my design.

GEOGRAPHY

We will begin this Geography block by naming and locating the world's continents and oceans on a map. Afterwards, we will zoom in to Belper and learn about the features of our nearest town. We will end our block by learning about the Manhattan Docks and how it compares to Belper, building on contextual knowledge of New York from our Titanic history topic.

Red Letter Learning

- * I can name the continents
- * I can name the oceans
- * I can say ways Belper and Manhattan Docks are similar
- * I can recall ways Belper and Manhattan Docks are different