



YEAR 1

## CURRICULUM LEAFLET

CREATE—SUMMER 1

GLOBAL GOALS: 15



## READING

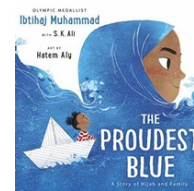
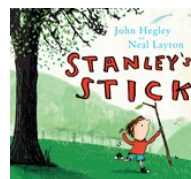
We will be reading:

- RWI books set to our attainment level to develop our reading fluency. These will be changed on different days so the children will need to bring book bags in every day.
- A weekly free choice book to develop our imagination and pleasure for reading.



## WRITING

In Literacy, we will produce writing based on the books **Stanley's Stick** by John Hegley and **The Proudest Blue**: A Story of Hijab and Family by Ibtihaj Muhammad. This half term, we will write descriptions, make predictions write our own stories and be proud of who we are.



## MATHS

**Review Prior Learning:**

- Time
- Exploring calculations strategies
- Numbers to 50

**New Learning:**

- Measurement
- Numbers 50-100 and beyond
- Addition and Subtraction
- Money



## RE/ PSHE

**RE:** How can we be kind to one another and look after each other?

In our religious education lessons we will be exploring how people in different religions care for each other. What is a sacrifice?

**PSHE:** Economic wellbeing

We will be learning the importance of money and where we get money from. We will discuss how to save money and how people have choices regarding saving and spending. We will explore the different jobs people have in school and the skills needed for these jobs.

## PE/COMPUTING

**Physical Education:**

In Year 1, pupils will have two weekly PE lessons. This half term, we will learn about:

1. Yoga
2. Fundamentals

**Computing: Digital imagery**

Using creativity and imagination to plan a miniature adventure story and capturing it using developing photography skills. Children learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.

## SPANISH/MUSIC

**Spanish:** Verbs, instructions, seasons, animal story

**Music: Your Imagination**

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Your Imagination. We will be listening and appraising the song, and composing our own elements using voice and instruments.

## ART/ DT

**Art: Artist Study**

We will be looking closely at the art of Wassily Kandinsky and Julian Opie. We will dive into their characteristics and techniques and recreate some of their popular work.



**DT: Mechanisms: Wheels and Axles**

We will be designing and creating our own vehicles using axles and wheels. We will also be fixing vehicles that cannot move through problem solving.



# YEAR 1

# HISTORY

# SUMMER 1

# FAMOUS QUEENS

## PRIOR KNOWLEDGE

### Previously in Reception and Nursery: (Understanding of the World)

- To know about similarities and differences in relation to living places, objects, materials and living things
- To look closely at similarities, differences, patterns and change
- To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world

## FUTURE KNOWLEDGE

### Later in Year 1:

- History: Arctic Explorers**— looking at different scientists and explorers who travelled to the furthest places in the world!

### Later in Year 2:

- History: Castles**

### Later in Year 4:

- History: Anglo-Saxons and Scots**

## NEW KNOWLEDGE

### During this unit, I will learn:

- About the three most famous queens in England's history: Elizabeth I, Victoria, and Elizabeth II
- What life was like in Tudor and Victorian times
- The current royal family and the reign of Queen Elizabeth II
- To tell the similarities and differences between the three queens and compare their roles and achievements

## KEY CONCEPTS

### During this using I will,

#### Similarity and difference:

- I will be identifying the similarities and differences between Queens in the past and today.

#### Continuity and change:

- I will be considering how the monarchy has changed and what impact the people I am studying had on this.

#### Using sources:

- I will be studying evidence from the past to understand the people we're studying.

#### Historical Significance:

- I will use evidence to decide how significant I think each of the people we're studying has been.

## KEY IDEAS AND VOCABULARY



### Monarch



A sovereign head of state, especially a king, queen, or emperor

### Reign



The period of rule of a monarch

### Britain



The island containing England, Wales and Scotland

### Timeline



A representation of a period of time, especially of important events

### Rule



To exercise ultimate power or authority over

### Jubilee



A special anniversary of an event

### Heir



A person who continues and inherits the work of a predecessor



# YEAR 1

# SCIENCE

# SUMMER 1

# PLANTS

## PRIOR KNOWLEDGE

### Previously in Reception and Nursery:

- Children have learnt about what plants need to grow.

### Previously in Year 1:

- Children have learnt about seasons and weather. Looking at how trees change over time, specifically how the leaves grow in Summer and fall in Autumn.
- They have also learnt how weather conditions affect the growth of trees and plants.

## NEW KNOWLEDGE

### During this unit, I will learn:

- How to plant a bean and what a plant will need to survive and grow.
- How plants grown in the wild and the names of some wildflowers.
- The difference between deciduous and evergreen trees and the names of the different parts of the plants and trees.
- How to plant a tomato plant and observe it's changes.

## KEY IDEAS AND VOCABULARY

### wild plants



A wild plant seed grows where it falls. It doesn't need to be planted or cared for as it grows.

### garden plants



Garden plants are plants that people choose to grow in their gardens.

### weed



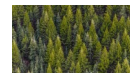
Weeds are wild plants that grow in places where people don't want them.

### deciduous



A deciduous tree loses its leaves each year.

### evergreen



An evergreen tree keeps its green leaves all year round, even in the winter.

## FUTURE KNOWLEDGE

### Later in Year 1:

- The children will learn about living things later in the Year, including life cycles and the development of animals.

### Later in Year 2:

- Children will build on this by exploring habitats of animals and how they differ.

## SCIENTIFIC ENQUIRY

### During this using I will,

- Identify and classifying, Using my observations and ideas to suggest answers to questions.
- Draw diagrams to show parts of plants and trees
- Compare and contrast familiar plants.
- Keep records of how plants have changes over time.
- Identify and describe the basic structure of a variety of common flowering plants.

### Wild Plants



dandelion



daisy



buttercup



ivy



dog rose



clover

### Garden Plants



fuchsia



pansy



sweet pea