



Year: 1  
Term: Summer 1

Subject	Prior Skills/Knowledge/language	New skills	Planning
<p><u>English</u></p> <p><u>Return narrative -</u> The Secret of Black Rock</p> <p><u>Postcards -</u> The Secret of Black Rock</p>	<p><b>EYFS</b></p> <p><b><u>Listening and attention</u></b> <b>Listen</b> attentively in a range of situations. <b>Listen</b> to stories, accurately anticipating key events and <b>respond</b> to what they hear with relevant <b>comments, questions</b> or <b>actions</b>.</p> <p><b><u>Understanding</u></b> <b>Follow</b> instructions involving several ideas. <b>Answer</b> ‘how’ and ‘why’ questions about their experiences. <b>Respond</b> to stories or events.</p> <p><b><u>Speaking</u></b> <b>Use</b> past, present and future forms accurately when talking about events that have happened or are to happen in the future. <b>Develop</b> their own narratives and explanations by connecting ideas or events.</p> <p><b><u>Writing</u></b> <b>Use</b> phonic knowledge to write words in ways which match their spoken sounds. <b>Write</b> some irregular common words.</p>	<p>Return narrative</p> <p><b><u>Speaking &amp; Listening:</u></b> <b>Listen</b> and <b>respond</b> appropriately to others. <b>Build</b> their vocabulary. <b>Give</b> well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <b>Speculate, imagine</b> and <b>explore</b> ideas. <b>Participate</b> in discussions, presentations, performances, role play and debates.</p> <p><b><u>Reading:</u></b> <b>Apply</b> phonic knowledge and skills as the route to <b>decode</b> words. <b>Read</b> common exception words. <b>Listen</b> to and <b>discuss</b> a wide range of stories. <b>Become</b> familiar with key stories, retelling them. <b>Recognising</b> and <b>joining</b> in with predictable phrases.</p> <p><b><u>Writing:</u></b> <b>Compose</b> a sentence orally before writing it. <b>Sequence</b> sentences to form short narratives. <b>Leave</b> spaces between words. <b>Begin</b> to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <b>Use</b> capital letters appropriately.</p> <p><u>Postcards</u></p>	<p>Return narrative</p> <ol style="list-style-type: none"> <li><b>Explore</b> and <b>respond</b> to key ideas in the text. <b>Research</b> background information. <b>Make</b> predictions about how events will unfold.</li> <li><b>Identify</b> key language features. <b>Understand</b> that events should be organised to create a clear structure. <b>Retell</b> stories using text mapping. <b>Produce</b> short poetic writing pieces inspired by the text.</li> <li><b>Combining</b> words to <b>engage</b> the reader.</li> </ol> <p><b>Plan, draft, edit</b> and <b>review</b>. <b>Produce</b> a narrative text using careful language choices.</p>

	<p><b>Write</b> simple sentences which can be read by themselves and others.</p> <p><b>Reading</b>  <b>Read</b> and <b>understand</b> simple sentences.  <b>Demonstrate</b> understanding when talking with others about what they have read.</p>	<p><b>Speaking &amp; Listening:</b>  <b>Listen</b> and <b>respond</b> appropriately to others.  <b>Build</b> their vocabulary.  <b>Give</b> well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  <b>Speculate, imagine</b> and <b>explore</b> ideas.  <b>Participate</b> in discussions, presentations, performances, role play and debates.</p> <p><b>Reading:</b>  <b>Apply</b> phonic knowledge and skills as the route to <b>decode</b> words.  <b>Read</b> common exception words.  <b>Listen</b> to and <b>discuss</b> a wide range of stories.  <b>Become</b> familiar with key stories, retelling them.  <b>Recognising</b> and <b>joining</b> in with predictable phrases.</p> <p><b>Writing:</b>  <b>Compose</b> a sentence orally before writing it.  <b>Sequence</b> sentences to form short narratives.  <b>Leave</b> spaces between words.  <b>Begin</b> to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  <b>Use</b> capital letters appropriately.</p>	<p><b>Postcards</b></p> <ol style="list-style-type: none"> <li><b>Consider</b> how characters are feeling, dramatising events in the story using role play.  <b>Devise questions</b> to ask that character. <b>Develop</b> well structured sentences to describe.</li> <li><b>Identify</b> the features of a postcard.  <b>Make</b> deductions based on evidence from the text and respond imaginatively.</li> <li><b>Orally rehearse</b> sentences before writing.  <b>Plan, draft, edit</b> and <b>review</b>.  <b>Produce</b> a postcard, <b>applying</b> all the learning from this block.</li> </ol>
<p><b>Maths</b></p> <p>Multiplication</p> <p>Fractions</p>	<p><b>EYFS</b>  <b>Numbers</b>  <b>Count</b> reliably with numbers from one to 20, <b>Place</b> them in <b>order</b> and say which number is one more or one less than a given number.  <b>Use</b> quantities and objects, add and subtract two single-digit numbers.  <b>Count on</b> or <b>back</b> to find the answer.  <b>Solve</b> problems, including <b>doubling, halving</b> and <b>sharing</b>.</p>	<p><u>Number: Multiplication and (including multiples of 2, 5 and 10)</u>  <b>Count</b> in 10s, forwards and backwards, beginning with 0 or 10.  <b>Make and add</b> equal groups.  <b>Make</b> arrays and doubles.  <b>Make</b> equal groups - grouping and sharing.  <b>Count</b> in multiples of twos, fives and tens.  <b>Solve</b> one step problems involving <b>multiplication</b> and <b>division</b>, by calculating the answer using concrete <b>objects, pictorial representations</b> and <b>arrays</b> with the support of the teacher.</p> <p><b>Fractions</b></p>	<p><u>Number: Multiplication and (including multiples of 2, 5 and 10)</u></p> <ol style="list-style-type: none"> <li>Children learn the concepts of multiplication and division by learning the skills of <b>grouping, counting</b> in groups and equal sharing.</li> <li>Children <b>explore</b> the patterns of the two, five and ten times tables in a range of real life contexts and begin to solve and to generate simple puzzles and number stories.</li> <li>Children learn to <b>calculate</b> answers using a range of <b>practical methods</b>, including using concrete objects, drawing pictures and making arrays, and discussing their reasoning with adult support.</li> </ol> <p><b>Fractions</b></p>

		<p><b>Identify</b> <math>1/4</math> , <math>1/3</math> , <math>1/2</math>, <math>2/4</math> , <math>3/4</math> of a number or shape and know that all the parts must be equal parts of the whole.</p> <p>Use <b>reasoning</b> about numbers and relationships to solve more complex problems and explain their <b>thinking</b>.</p> <p><b>Solve</b> unfamiliar word problems that involves more than one step.</p>	<ol style="list-style-type: none"> <li>1. <b>Recognise</b>, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>2. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ol>
<p><u>Science</u></p> <p>Animals including humans</p>	<p><b>EYFS</b></p> <p><b>Understanding the world</b></p> <p><b>Identify similarities and differences</b> in relation to places, animals, objects, materials and living things.</p> <p><b>Use</b> and <b>explore</b> a variety of materials, thinking carefully about their uses and purposes.</p>	<p>Understand that animals go through life cycles and learn the life cycle of a frog as it grows into an adult.</p> <p>Understand and explore how and why animals use/need food, water, air and exercise to survive and how they are best adapted to do so. Learn key words and phrases such as: life cycle, hygiene, offspring, survive and balanced diet.</p>	<ol style="list-style-type: none"> <li>1. Animal Growth - Chn will learn about human and animal life cycles and at what stage they are at in their life cycle. Pupils will also undertake some experiments to explain this learning more fully.</li> <li>2. Animal Survival - Pupils will learn of the different things that animals need to survive, why animals need certain things to survive and differentiate between essential and non-essential items to surviving.</li> <li>3. Food - Chn should understand some of the nutrient groups in food, give examples of food in each group and describe the health effects of under/over eating.</li> <li>4. Exercise - From this lesson, pupils will be able to describe changes in their body due to exercise, changes in the body with exercise over time and the benefits of doing long-term exercise.</li> <li>5. Hygiene - Pupils will be able to name some organisms that make us sick, can suggest ways to be hygienic and can explain why it is important to be hygienic.</li> </ol>
<p><u>Geography</u></p> <p>The United Kingdom</p>	<p><b>EYFS</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>- Understand some important processes and changes in the</p>	<p><b>KS1</b></p> <p>Check my understanding of the United Kingdom and locate the four countries of the United Kingdom.</p> <p>Identify the four capital cities and surrounding seas of</p> <p>Explain the differences between human and physical features of the United Kingdom.</p> <p>Share my understanding of the UK.</p>	<p>Introduce the children to the countries of the UK and its flags.</p> <p><b>Fieldwork:</b> Take a walk around the school grounds to identify the human and physical features. Take photos or make a list.</p> <p>label the uk countries.</p> <p>Colour the flags of the uk.pdf</p> <p>Explore landmarks of london</p>

	natural world around them, including the seasons and changing states of matter		
<b>RE</b> Multicultural Christiaity	<b>EYFS</b> <b>Special Times</b> <b>Explore</b> festivals and rites of passage. <b>Share</b> children’s own experiences of special times. <b>Read</b> and <b>discuss</b> the story of Pentecost and <b>talk</b> about times of prayer.	<b>Talk</b> and <b>think</b> about the first Christians and the spread of Christianity and to give the children a simple introduction to <b>understanding</b> Christianity as a Multi-cultural and worldwide <b>faith</b> . Sikhism-Festivals	<ol style="list-style-type: none"> <li>1. To <b>learn</b> about where the Holy land is in relation to the UK.</li> <li>2. To <b>investigate</b> the spread of Christianity and the work of the disciples in spreading the work of Jesus.</li> <li>3. To look at Christian artwork around the world and make comparisons between different cultures' representations.</li> <li>4. To look at the work of Christian <b>organisations</b> across the world.</li> </ol>
<b>PE</b> Swimming	<b>EYFS</b> <b>Moving and Handling</b> <b>Show</b> good control and coordination in large and small movements. <b>Move</b> confidently in a range of ways, safely negotiating space. <b>Handle</b> equipment and tools effectively.	Pupils will be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.	<b>Follow plans of LSP</b>
<b>PSHE</b> Relationships	<b>EYFS</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.	Pupils <b>know</b> how to make friends and can try to <b>solve</b> friendship problems when they occur. Pupils can <b>help</b> others to feel part of a group and can show <b>respect</b> to others. Pupils know how to help themselves and others when they feel upset or hurt and know what makes a good <b>relationship</b> .	<ol style="list-style-type: none"> <li>1. To <b>identify</b> the members of their family and understand that there are lots of different types of families.</li> <li>2. To <b>identify</b> what being a good friend means.</li> <li>3. To <b>know</b> about appropriate ways of physical contact to greet friends.</li> <li>4. To <b>know</b> who can help in their school community.</li> <li>5. To <b>recognise</b> qualities of a person and a friend</li> <li>6. To tell you why you <b>appreciate</b> someone who is special.</li> </ol>
<b>Computing</b> Maze Explorers	<b>EYFS</b> Pupils will have developed a more positive attitude towards a trial-and-error approach through many different activities.	Pupils can understand and use <b>key words and phrases in context</b> such as: ‘Debug’, ‘Direction(s)’, ‘Instruction’ and ‘Algorithm’.  Pupils will understand the functionality and meaning of direction keys and the importance of giving and following the correct instructions through algorithms.	<ol style="list-style-type: none"> <li>1. <b>Challenges 1 &amp; 2</b> – Chn to know how to use the direction keys and add a unit of measurement to the direction key. (Complete Challenges 1 &amp; 2)</li> <li>2. Chn to know how to undo their last move and how to move their character back to the starting point. (Use these skills in the first 2 challenges again)</li> <li>3. <b>Challenges 3 &amp; 4</b> – Chn can confidently use the directional keys and know how to de-bug their algorithm. (Complete Challenges 3 &amp; 4)</li> </ol>

			<p>4. <b>Challenges 5 &amp; 6</b> – Chn can use additional direction keys to create a new algorithm. (Complete Challenges 5 &amp; 6)</p> <p>5. Chn can create their own longer algorithms to complete challenges.</p> <p>6. <b>Setting more challenges</b> – Children to create and set challenges for their peers.</p>
<p><u>Music</u></p>	<p><b>EYFS</b>  <u>Exploring and using media and materials</u>  <b>Sing</b> songs, <b>make</b> music and dance, and <b>experiment</b> with ways of changing them.</p> <p><u>Being imaginative</u>  <b>Represent</b> their own ideas, thoughts and feelings through music.</p>	<p>Children will learn:</p> <p>How to move in time with a steady beat/pulse.  To copy back simple long and short rhythms with clapping.  To copy back singing simple high and low patterns.  To understand and demonstrate the difference between pulse, rhythm and pitch.  To move, dance and respond with their bodies in any way they can when listening.  To describe their thoughts and feelings when listening to the music, including why they like or don't like the music  To talk about any instruments they might hear and perhaps identify them. To recognise some band and orchestral instruments.  To identify a fast or slow tempo.  Begin to understand where the music fits in the world. Begin to understand different styles of music.</p>	<p>Charanga Unit Activities</p> <p>The unit is made up of the following activities:  Activity 1: Musicianship Options: 1a. Understanding Music  1b. Improvise Together  Activity 2: Listen and Respond  Activity 3: Learn to Sing the Song  Activity 4: Play your Instruments with the Song  Activity 5: Composing and Improvising (KS1 composition options include; Compose with the Song, Create a Graphic Score)  Activity 6: Perform the Song</p>
<p><u>DT</u>  <u>Moving Vehicles</u></p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Pupils will <b>learn to explore</b> the features of range of vehicles then <b>design, model and evaluate</b> their own moving vehicles.</p>	<ol style="list-style-type: none"> <li>1. <b>Identify</b> features of a vehicle and label the different parts of the vehicle.</li> <li>2. <b>Plan</b> and draw a detailed picture of an imaginary vehicle.</li> <li>3. <b>Use</b> materials and <b>tools</b> effectively to make a vehicle.</li> <li>4. <b>Decorate</b> my vehicle and <b>evaluate</b> my work thinking about ways to <b>improve</b>.</li> </ol>