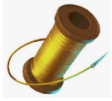


YEAR 1 – SUMMER TERM 2024

Golden Threads

- Sustainability
- Diversity
- Religion



Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Reading:

- apply phonic knowledge and skills as the route to decode words
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading
- develop pleasure in reading, motivation to read, vocabulary and understanding
- understand both the books they can already read accurately and fluently and those they listen to

Writing:

- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense
- Learn to leave spaces between words
- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'



Democracy – discussing opinions and valuing others



Vocabulary – reading new words and understanding their meaning
Broader Understanding of the world – reading a variety of genres from around the world

MATHS

- Counting forwards and backwards in 2s, 5s and 10s
- Making arrays
- Equal groups.
- Fractions – Halves and quarters of shapes and quantities.
- Recognising and finding halves and quarters.
- Describing turns and position – left, right, forwards and backwards.
- Comparing numbers within 100
- Ordering numbers within 100
- Money - recognising coins and notes
- Money – adding coins together to make a total.
- Time – Days of the week, months.
- Time - before/after/ hour/ half hour.
- Time – draw hands on a clock face.



Vocabulary – understanding the meaning of mathematical concepts, fewer, more, less, greater than.

Science

- Suggest a garden plan for someone who likes privacy and bright autumn colours.
- Discuss why roots are found at the bottom of plants.
- Create a guide to recognising different types of animals.
- Prove whether carnivores are eaten by other carnivores.
- What evidence is there to prove that reptiles cannot be confused with a mammal.
- Suggest adjustments that can be made around school for a blind or deaf student.
- Investigate objects which started off as a plant.
- Seasonal changes – go for a walk and identify the signs of Spring/Summer. Including the length of the day.



Sustainability - learning about the importance of plants for our planet.



Broader understanding of the seasons, the world we live in and extension of vocabulary related to each topic.

MUSIC

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music



Diversity – adapt and enhance our skills.
Religion – singing is an act of worship.



Cultural Experiences – exploring music from different cultures.



Mutual Respect – sharing and respecting other's opinions.

PE

Run, Jump and Throw

- To develop skills of rolling, hitting, running, jumping, catching and kicking skills in combination.
- Work as part of a team and individually.

Attack, Defend and Shoot

- Practise rolling, throwing, catching and intercepting.
- Attacking, defending and competing within games and competitions.



Mutual respect – sharing and evaluating our skills.



Personal skills – understanding the need to keep healthy, the importance and benefits of exercise.

RE

- Learn about how Jewish people celebrate the Shabbat.
- To consider how special events help us to create wonderful memories.
- Understanding that some memories make us happy but some make us sad or upset.
- Remember that the Shabbat is a day of rest and consider the links to the Creation Story.
- Identify and talk about different types of change in their experience.
- Recognise that Christians believe that Jesus changes some people's lives.
- Talk about why the idea of Jesus being able to change people is important to Christians.

Keywords—Jewish, Shabbat, Synagogue, change, miracle, belief.



Religion – learning about world religions and the impact their beliefs have on daily life.



Tolerance of different faiths and beliefs.



Broader understanding of the world – comparing and contrasting beliefs in different religions, including Christianity.

COMPUTING

We are TV Chefs

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school

Broader understanding of the



world- the impact and benefits of the internet including finding information.

DT

Cooking–Design, make and evaluate a fruit salad for the class to share with our guest speakers coming in to talk about their living memories.

- Use bridge and claw grip

-Hygiene

-Peel

- Juice using juicer

-Assemble ingredients

-Understand that food has to be farmed, grown or caught

-Name food groups

ART

Sculpture

- Exploring materials and 3D construction.
- Exploring tools, including our hands, to change the appearance of materials.
- Designing and decorating a sculpture.



Mutual respect – evaluating artists work and peer assessment of work created.

PSHE

- Feel resilient and confident in their learning.
- Name and discuss different types of feelings and emotions.
- Learn and use strategies or skills in approaching challenges.
- Understand that they can make healthy choices.
- Name and recognise how healthy choices can keep us well.
- Understand that there are changes in nature and humans.
- Name the different stages in childhood and growing up.
- Understand that babies are made by a man and a woman.
- Know how to keep themselves safe.



Personal skills



Diversity



Rule of Law
Individual liberty

HISTORY

A small area comparison - compare where we live to Pointe-a-Pierre in Trinidad (an introduction to migration)

- Look at changes within living memory – to know about the Windrush generation, why people left their country and the effect on families.
- We will study Floella Benjamin and how she felt when her 'Dardie' left Trinidad to travel to England.



Tolerance of different cultures– learning about peoples' experiences of travelling to new places.

Mutual respect – learning that others may not have had the same life experiences as us.



Broader understanding of the world – studying Pointe-a-Pierre within Trinidad

GEOGRAPHY

A small area comparison - compare where we live to Pointe-a-Pierre in Trinidad (an introduction to migration)

Use basic geographical vocabulary to refer to:

- The location of Trinidad and the UK on a map of the world.
- Conduct fieldwork of the local area and compare human and physical features to features within Pointe-a-Pierre in Trinidad.
- Identify seasonal & daily weather patterns in the UK and compare this to Pointe-a-Pierre in Trinidad.



Democracy – learning about the local area.



Broader understanding of the world – studying Pointe-in Trinidad.



Sustainability – understanding the importance of taking care of our environment and how this may affect weather patterns.