

## What we are learning this half term in Year 1 Summer 1

<u>Subject</u>	<u>Content and unit outcomes</u>	<u>How you can support at home</u>
<b><u>English</u></b>	<ul style="list-style-type: none"> <li>- To sequence sentences to form short narratives based on past events.</li> <li>- To use adjectives to describe a used noun.</li> <li>- To write in the past tense.</li> <li>- To use the conjunction 'and' to join 2 clauses, and to begin looking at other conjunctions to join sentences.</li> <li>- To confidently use capital letters, full stops, question marks and begin using exclamation marks to show emotion.</li> </ul>	<ul style="list-style-type: none"> <li>- Practise counting in 2s, 5s and 10s using everyday objects and movement (e.g. steps, coins, socks) to build fluency.</li> <li>- Explore equal groups, doubles and sharing using household items (e.g. LEGO, food or counters) and discuss fairness.</li> <li>- Support understanding of halves and quarters by folding, cutting or sharing objects into equal parts in practical situations.</li> <li>- Encourage your child to use objects and talk through their thinking when solving simple grouping and fraction problems.</li> </ul>
<b><u>Maths</u></b>	<ul style="list-style-type: none"> <li>- Count in 2's, 5's and 10's</li> <li>- Recognise and add equal groups.</li> <li>- Use arrays and concrete maths resources to make doubles and make/share equal groups.</li> <li>- To recognise and find half of a shape, object or quantity.</li> <li>- To recognise and find a quarter of a shape, object or quantity.</li> </ul>	<ul style="list-style-type: none"> <li>- Practise counting in 2s, 5s and 10s using everyday objects and movement (e.g. steps, coins, socks) to build fluency.</li> <li>- Explore equal groups, doubles and sharing using household items (e.g. LEGO, food or counters) and discuss fairness.</li> <li>- Support understanding of halves and quarters by folding, cutting or sharing objects into equal parts in practical situations.</li> <li>- Encourage your child to use objects and talk through their thinking when solving simple grouping and fraction problems.</li> </ul>
<b><u>Phonics</u></b>	<ul style="list-style-type: none"> <li>- To recap and consolidate previously taught sounds</li> <li>- To recap and consolidate previously taught tricky words</li> <li>- To use phonemes to blend real words and alien/nonsense words.</li> </ul>	<ul style="list-style-type: none"> <li>- Practise previously taught sounds (phonemes) regularly by spotting them in books, words around the home, and saying them aloud.</li> <li>- Revisit tricky words often through short, fun activities such as reading, writing, or matching games to help build automatic recall.</li> <li>- Support your child to blend sounds to read both real and nonsense (alien) words, encouraging them to say each sound clearly before blending.</li> <li>- Read together daily and make phonics practice playful and positive to build confidence and enjoyment in reading.</li> </ul>
<b><u>RE</u></b>	<ul style="list-style-type: none"> <li>- Suggest reasons why people might celebrate a new baby.</li> <li>- Describe why some Muslim people welcome a new baby with Adhan.</li> <li>- Identify what a promise means in a Christian baptism.</li> <li>- Explain ways in which some people choose a name for a new baby.</li> <li>- Describe what happens at religious and Humanist baby naming ceremonies.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk together about times your family has celebrated a new baby (e.g. birthdays, welcoming a sibling or cousin) and discuss why this felt special.</li> <li>- Share photos or family stories about when your child was a baby to help them understand why welcoming a new baby is important.</li> <li>- Explore how different families and cultures celebrate babies by reading simple books or watching age-appropriate videos together.</li> <li>- Discuss the idea of a promise using everyday examples (e.g. "I promise to tidy my toys") and why it is important to keep promises.</li> </ul>
<b><u>PSHE</u></b>	<ul style="list-style-type: none"> <li>- Explain some different ways to keep money safe.</li> <li>- Discuss the role of banks and building societies.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about simple ways to keep money safe, such as using a piggy bank, purse, or keeping money in a special place at home.</li> <li>- If possible, show your child a bank card or</li> </ul>

	<ul style="list-style-type: none"> <li>- Recognise that people may make different choices about spending or saving.</li> <li>- Explain that a range of jobs exist in and out of school and that different skills are needed for jobs.</li> </ul>	<ul style="list-style-type: none"> <li>- banking app and explain (in simple terms) how money can be stored safely.</li> <li>- Play simple shop or role-play games at home to practise spending and saving decisions.</li> <li>- Encourage your child to think about jobs they might like to do in the future and why.</li> </ul>
<b><u>Geography/ History</u></b>	<ul style="list-style-type: none"> <li>- Explain why memories are special and name four events that they celebrate throughout the year.</li> <li>- Think of three ways they celebrate their birthday.</li> <li>- Know a similarity and a difference between childhood now and in the past.</li> <li>- Add three ideas to a time capsule about themselves.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about special memories as a family (e.g. holidays, birthdays, or celebrations) and explain why these moments are important and meaningful.</li> <li>- Discuss four events your family celebrates each year (e.g. birthdays, religious festivals, or special occasions) and why you celebrate them.</li> <li>- Share stories about your own childhood and talk about how things were the same or different compared to today (e.g. toys, school, technology).</li> </ul>
<b><u>Science</u></b>	<ul style="list-style-type: none"> <li>- Identify plants and their features.</li> <li>- Name some trees and their parts.</li> <li>- Recall that seeds and bulbs come from plants.</li> <li>- Raise questions about plants and respond to suggestions on how to set up an investigation to answer a question.</li> <li>- Recognise that scientific research into plants leads to important discoveries.</li> </ul>	<ul style="list-style-type: none"> <li>- Go on a walk together and look for different plants, encouraging your child to notice features such as leaves, flowers, stems, and roots.</li> <li>- Encourage your child to ask questions about plants (e.g. "What do plants need to grow?") and discuss possible answers together.</li> <li>- Talk about how plants grow from seeds and bulbs, and, if possible, plant some at home and observe how they change over time.</li> </ul>
<b><u>Art / DT</u></b>	<ul style="list-style-type: none"> <li>- Describe fruits and vegetables and explain how to identify fruits.</li> <li>- Name a range of places that fruits and vegetables grow.</li> <li>- Describe basic characteristics of fruit and vegetables. Prepare fruits and vegetables to make a smoothie.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about different fruits and vegetables at home and encourage your child to describe what they look, feel, and taste like.</li> <li>- Sort foods together into fruits and vegetables during mealtimes or when unpacking shopping.</li> <li>- Involve your child in simple food preparation, such as washing, peeling (with supervision), or chopping soft fruits.</li> </ul>
<b><u>Music</u></b>	<ul style="list-style-type: none"> <li>- Identify and perform high and low notes at varying tempo.</li> <li>- Identify and perform changes in tempo.</li> <li>- Demonstrate a musical understanding of tempo and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing simple songs together and encourage your child to use both high and low voices.</li> <li>- Play listening games where your child identifies whether a sound is high or low (e.g. animal noises, instruments, or voices).</li> <li>- Play "copy me" games where you clap or sing a pattern and your child repeats it at the same tempo.</li> </ul>
<b><u>Computing</u></b>	<ul style="list-style-type: none"> <li>- To understand what instructions are.</li> <li>- To predict what will happen when instructions are followed.</li> <li>- To understand that computer programs work by following instructions called code.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about what instructions are by giving simple, everyday examples (e.g. following a recipe or getting ready for school).</li> <li>- Try fun "robot" games where your child gives instructions for you to move (e.g. "take 2 steps forward"), helping them understand sequencing.</li> <li>- Use purple mash to practice giving and following instructions.</li> </ul>
<b><u>PE</u></b>	<ul style="list-style-type: none"> <li>- Recap on how to jump effectively and the effects jumping has on the body.</li> <li>- Apply our understanding of jumping and skipping into a game.</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage your child to practise jumping safely at home or in the garden, focusing on bending their knees and landing softly.</li> </ul>