

Year 1 – Growth and Green Fingers – Summer 1

Phonics

Reading words containing Set 1, 2 and 3 sounds

- Consolidate all Set 1, 2 and 3 sounds with quick recall
- Increase the speed of decoding by recognising common graphemes automatically
- Apply blending skills to read short and longer real words with increasing independence
- Apply decoding skills when encountering unfamiliar long words

Multisyllabic words

- Use chunking strategies to split longer words (e.g. sun/set, play/ground)
- Blend each chunk and reassemble the whole word to read with accuracy
- Practise reading multisyllabic words from word cards, speed sounds books, and yellow storybooks
- Apply decoding skills when encountering unfamiliar long words
- Read 2-3 syllable words accurately and with growing fluency

By the end of Summer 1, pupils should be able to:

- Recognise and say all Set 3 graphemes quickly upon sight
- Confidently read yellow level texts containing a wide range of Set 2 and Set 3 sounds
- Discuss the story to develop deeper comprehension

Literacy

Focus texts

- There's a Rang-Tan in My Bedroom
- And Tango makes three

Poetry (Pattern and Rhyme)

- Perform patterned and rhyming poems using clear voice, rhythm, and repeated phrases
- Identify pairs of rhyming words and generate rhyming strings

Maths

Multiplication and Division

- Make and recognise equal groups in practical contexts
- Show equal groups using objects, pictures, and simple arrays
- Understand and use repeated addition to describe equal groups (e.g. $2+2+2$)
- Count in 2s, 5s and 10s with increasing fluency and accuracy
- Identify when groups are equal or unequal
- Share objects into equal groups and explain what equal sharing means
- Solve simple multiplication and division problems using concrete resources and pictorial representations

Fractions

- Recognise and find half of objects, shapes, and small quantities
- Recognise and find a quarter of objects, shapes, and small quantities
- Understand that halves and quarters are equal parts of a whole
- Identify shapes that are split into equal vs. unequal parts
- Use practical equipment to show halves and quarters confidently
- Solve simple problems involving half or quarter of a set of objects

Position and Direction

- Describe position using everyday language (e.g. on, under, next to, in front of, behind, between)
- Use simple directional vocabulary (e.g. forwards, backwards, left, right)
- Give and follow instructions to move or place objects in different positions
- Use quarter turns and half turns to describe movement and direction
- Identify full, half, and quarter turns on shapes or objects
- Describe movement along a simple path or grid using positional and directional language

▪ Create simple poems using repetition, patterned lines, and predictable structures ▪ Use adjectives or simple descriptive words to add interest to poem lines ▪ Join in confidently with chants and repeated refrains, showing increasing fluency <u>Informal letters</u> ▪ Express ideas, feelings, or opinions linked to the story (e.g. caring for the rainforest or animals) ▪ Pupil write sentences with mostly correct capital letters, finger spaces, and full stops ▪ Use simple conjunctions (e.g. and, because) to extend or explain ideas in their letters ▪ Use vocabulary from the text (e.g. rainforest, orang-utan, home, forest) to communicate ideas clearly ▪ Produce a complete informal letter including a greeting, short message, and closing line <u>Setting descriptions</u> ▪ Use adjectives and simple noun phrases (e.g. cold ice soft feathers, quiet water) to describe what can be seen, heard, and felt ▪ Sequence descriptive sentences logically to build a clear picture of the setting ▪ Orally rehearse and retell setting descriptions using story maps and actions ▪ Include basic punctuation in descriptive writing with increasing independence ▪ Write short descriptive passages about story settings (e.g. zoo, penguin enclosure, Artic scene)			
<u>Science</u> <u>Human body and senses</u> ▪ Identify, name, and locate the basic parts of the human body including head, neck, arms,	<u>Computing</u> <u>Coding</u> ▪ Understand what coding means and that it involves giving a computer instructions to make something happen	<u>Physical Education</u> <u>Team games</u> ▪ Develop greater accuracy when throwing, rolling, and kicking towards a target	<u>Geography</u> <u>Fieldwork in the school grounds</u> ▪ Observe and describe features of the school grounds, identifying simple human and physical

elbows, legs, knees, face, ears, eyes, hair, and teeth ▪ Match body parts to their associated senses (e.g. eyes-seeing, ears-hearing, nose-smelling) ▪ Describe what each of the five senses helps humans do in everyday life ▪ Use simple specific vocabulary related to the body (e.g. taste buds, pupil, skin, sound) ▪ Explore and compare how their senses work through hands-on investigations (e.g. identifying sounds, describing textures, sorting smells, tasting safe food) ▪ Record findings using simple drawings, labels, sentence stems, or charts ▪ Observe closely using their senses and begin to make simple predictions during investigations ▪ Talk about how humans keep healthy (e.g. eating well, staying safe, protecting ears and eyes) ▪ Work scientifically by asking simple questions, making observations, and communicating ideas with increasing confidence	▪ Create simple algorithms using Purple Mash tools (e.g. when clicks, move, grow, speak) ▪ Build short step-by-step instructions to control on-screen objects ▪ Run their code to make objects move, change size, or perform simple actions ▪ Debug simple code by identifying mistakes (e.g. object not moving because an instruction is missing) ▪ Understand that actions happen in a sequence, and changing the sequence changes the outcome ▪ Create simple on-screen stories or animations by coding multiple actions together ▪ Use basic logical reasoning to predict what a piece of code will do before running it ▪ Begin to use coding vocabulary such as algorithm, instruction, code, program, and debug ▪ Save and share their work within Purple Mash with support	▪ Practise catching using two hands first, then beginning to use one hand with soft equipment ▪ Begin to track and intercept a moving ball, adjusting their position to stop or collect it ▪ Begin to use simple tactics such as aiming for space, changing speed, or choosing the best type of throw ▪ Work cooperatively in small team games, understanding roles such as attacker/defender at a basic level ▪ Learn and follow rules for simple games, understanding rules help keep the game safe and fair ▪ Develop agility, balance, and coordination through structured game based challenges ▪ Practise travelling with control, stopping quickly, and changing direction during game play ▪ Improve communication skills by listening to teammates, taking turns, and showing good sportsmanship ▪ Reflect on what makes them more successful in games, such as aiming carefully, watching the ball, or standing in good positions	features (e.g. playground, trees, fences, paths, benches) ▪ Use basic geographical vocabulary to name what they can see (e.g. grass, building, flowers, gate, road, sky) ▪ Follow a simple map of the school area, recognising key symbols with support ▪ Create their own simple maps or sketches of part of the school grounds, including basic symbols and labels ▪ Use direction and positional language, such as left, right, near, next to, behind, in front of, when describing routes or locations ▪ Carry out simple fieldwork tasks, such as counting features, spotting changes, or noting where things are found ▪ Collect and record information using tally marks, drawings, or photographs ▪ Describe how the school grounds are used tally marks, drawings, or photographs ▪ Describe how the school grounds are used, such as places for playing, learning, or growing ▪ Suggest simple improvements they could make to the school
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			environment (e.g. more plants, new bins, space to sit) Discuss what they have enjoyed or sound out, reflecting on their fieldwork experiences
<u>PSHE</u> <u>Understanding Rights and Responsibilities</u> - Understand that everyone has rights, such as the right to feel safe, to learn, and to be cared for - Discuss responsibilities they have at school, such as tidying up, listening, and being kind - Begin to understand that rights and responsibilities work together to help everyone feel happy and safe <u>Caring for Ourselves and Others</u> - Understand that their choices affect themselves and the people around them - Recognise when their behaviour is helpful or unhelpful - Begin to show ways they can care for others, such as sharing, taking turns, and offering help <u>Belonging to a Community</u> - Understand that they are part of a class and school community	<u>Music</u> <u>'Down' from Sea interludes - Musical conversations</u> - Identify what the music makes them think of (e.g. calm sea, waves rising and falling) - Notice changes in the music (loud/quiet, fast/slow, slow/high) - Describe the mood and character of the music - Hear patterns and repeated phrases (<i>musical conversations</i>) in the piece - Using voices for sound effects (wind, waves, sea creatures, boat creaking) - Perform short call-and-response sequences in pairs or groups - Explore sliding sounds and stepping melodies - Use untuned percussion (shakers, drums, woodblocks) to imitate patterns - Begin to use tuned percussion (chime bars, glockenspiels) for simple two-note patterns. - Learn to start and stop together	<u>Art and Design</u> <u>Printing linked to the outdoor environment</u> - Select and use natural materials (e.g. leaves, bark, grasses, shells) to create simple prints, explaining simple choices (shape/texture) - Make clear rubbings and relief prints from outdoor textures using crayons/graphite and ink/paint, showing control and coverage - Mix and choose colours that reflect the outdoor environment (e.g. natural greens/browns), and talk about warm/cool colour choices - Compose a final piece (e.g. a patterned border, nature-inspired wrapping paper, or a simple textile/flag) using repeated outdoor motifs - Compare different outcomes (single print vs. layered print), saying what went well and what they would change next time - Handle tools and materials safely, keeping the workspace tidy and	<u>Religious Education</u> <u>(Hindu Dharma)</u> <u>What do Hindus believe about God?</u> - Recognise that Hinduism is a religion is followed by many people around the world - Understand that Hindus believe in one main God (Brahman), who can be seen and worshipped in many different forms - Identify some Hindu gods and goddesses (e.g. Brahma, Vishnu, Shiva, Ganesha) and recognise them through pictures or stories - Know that Hindus believe God can be kind, powerful, creative, and caring, shown through different forms - Listen to and retell simple Hindu stories that help explain beliefs about God - Recognise that murti (statues) are special to Hindus and help them think about God when they pray or worship - Identify that Hindus worship at home or in a Mandir, and that

- Describe simple ways they can contribute, such as following rules and helping classmates - Begin to recognise the different people who help them at school and understand their roles <u>Looking after Our Environment</u> - Learn that we all share responsibility for keeping the classroom and school tidy and safe - Take practical actions to care for equipment and shared spaces - Begin to understand why it is important to look after belongings, resources, and the natural environment <u>Fairness and Cooperation</u> - Learn what fairness means and why rules help everyone - Be able to work cooperatively in games and group tasks - Begin to understand how to solve simple disagreements with support <u>Thinking about feelings</u> - Learn that everyone's feelings matter - Be able to recognise how other people might be feeling in a situation	- Play in response to musical cues (e.g. playing when the waves rises, stopping when the sea is calm) - Begin creating short <i>sea sounds</i> sequences using body percussion and instruments - Share a simple class composition representing the journey 'Down into the sea' - Develop awareness of performance etiquette (listening carefully, starting/stopping)	using rollers/inks/paint appropriately - Make simple observational notes (sketches or photos) of outdoor textures to inform their print designs - Recognise elements of art used in their prints (e.g. pattern, texture, line, shape, space, and find them in their own work) - Present and talk about their work to peers, describing the outdoor inspiration and the steps taken to achieve the final print	worship may include prayer, music, lights, and offerings - Use simple religious vocabulary such as Hindu, God, Mandir, murti, pray, worship - Show respect when talking about Hindu beliefs, recognising that people believe different things - Make simple links between Hindu beliefs and their own ideas about what is important or special to them
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▪ Begin to show empathy and kindness through their words and actions			
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