

Year 1 – Summer 2

Phonics

Review Set 1, 2 and 3 sounds

- Revise and secure all Set 1, 2 and 3 sounds
- Read words containing Set 1, 2 and 3 sounds speedily and accurately
- Develop automatic recognition of sounds to support fluent blending
- Apply phonics knowledge when reading decodable words and texts

Multisyllabic words

- Blend sounds to read longer and multisyllabic words with increasing confidence
- Improve accuracy when reading unfamiliar multisyllabic words
- Increase reading pace and stamina through repeated practice
- Apply phonics strategies independently when encountering longer words in texts

By the end of Summer 2, pupils should be able to:

- Read blue storybooks independently
- Read all Set 3 sounds speedily
- Read words and texts with improved fluency and confidence
- Read at least 70 words per minute

Literacy

Focus texts

- The Lion Inside Aesop's
- Fables – The Hare and the Tortoise
- The Proudest Blue

Poetry on a theme (Nature)

- Listen to and discuss poems linked to the theme of nature
- Explore how poets use simple descriptive language to create images and feelings
- Identify features of poetry, including rhyme, repetition and pattern
- Orally rehearse ideas and vocabulary
- Compose short poems inspired by nature using familiar language and structures

Maths

Place value within 100

- Count forwards and backwards to and from 100, beginning with any given number
- Read, write and represent numbers to 100, beginning with any given number
- Read, write and represent numbers to 100 using numerals, objects, number lines and other pictorial representations
- Identify and understand tens and ones using concrete resources and place value representations
- Compare and order numbers within 100 using the language of greater than, less than and equal to
- Use number bonds and knowledge of place value to partition numbers into tens and ones
- Solve simple one-step problems involving place value, including missing number problems and reasoning about numbers

Money

- Recognise and know the value of different coins and note in the UK
- Sort, count and combine coins to make given amounts
- Find different ways to make the same amount of money
- Solve simple problems involving addition and subtraction of money, including giving change in practical contexts
- use appropriate mathematical language related to money, such as pound (£), pence (p), total, cost and change

Time

- Sequence events in chronological order using language such as before, after, next, yesterday, today and tomorrow.
- Recognise and use units of time including seconds, minutes, hours, days, weeks, months and years
- Tell the time to the hour and half past the hour on analogue and digital clocks

<u>Instructional writing</u> - Understand, read and follow simple instructional texts - Identify key features of instructions, including titles, lists and bossy verbs - Orally rehearse instructions in the correct order - Write clear, sequenced instructions linked to practical activities - Apply basic punctuation and sentence structure appropriately - Write a simple set of instructions independently <u>Poetry: playing with language</u> - Explore playful language, rhyme and repetition in poems - Experiment with sounds, alliteration and word choices - Perform poems using expression and actions - Orally compose poems before writing - Write simple poems that show creativity and enjoyment of language		- Draw hands on a clock face to show given times - Use time-related vocabulary to describe duration and compare lengths of time <u>Consolidation</u> - Apply understanding of place value, money and time across a range of problem-solving and reasoning activities - Make connections between different areas of mathematics and explain their thinking using appropriate vocabulary - Demonstrate increased fluency and confidence when working independently and collaboratively - Use concrete resources, pictorial representations and abstract methods flexibly to support understanding	
<u>Design Technology</u> <u>Build a structure for a character from a narrative text</u> - Design a simple structure inspired by a character from a story (e.g. a shelter, home, bridge or lookout) - Generate ideas through drawing and model-making, showing what their structure will look like and what it needs to do - Select and use simple materials (card, paper, tubes, boxes, tape, glue) based on their properties, explaining choices in child-friendly terms such as <i>strong</i>, <i>bendable</i>, <i>stiff</i>, <i>safe</i> or <i>easy to cut</i>	<u>Computing</u> <u>Grouping and Sorting</u> - Sort items into simple groups based on clear characteristics such as colour, size or type - Recognise that objects can be organised in different ways depending on the criteria chosen - Use on-screen tools within Purple Mash to group, sort and categorise items, showing growing confidence in navigating simple digital activities - Understand that computers can help us organise information quickly and accurately	<u>Physical Education</u> <u>Handling and controlling equipment</u> - Develop control when handling a range of small equipment, including balls, beanbags, quoits, and hoops - Practise rolling, throwing and catching using two hands and then one hand, improving accuracy and coordination - Learn to track a moving ball and position their bodies to receive it safely - Explore how to send equipment in different ways (e.g. rolling, underarm throw) and choose the most effective technique for a task	<u>Religious Education</u> <u>Christianity (Jesus) – Why is Jesus special to Christians?</u> - Know that Christians believe Jesus is the Son of God and an important figure in the Christian faith - Understand that Jesus is special because of the stories Christians tell about him, including his kindness, his teachings, and the way he helped others - Hear and talk about key stories from Jesus’ life, such as: - Jesus calming the storm - Jesus and the children - Jesus the healer - The nativity story (Jesus’ birth)

▪ Develop basic construction skills, including cutting, folding, joining and strengthening materials ▪ Use simple techniques to make structures more stable, such as adding tabs, flaps, wider bases, or supports ▪ Build a structure that stays upright and serves a purpose for the chosen character (e.g. “It keeps them dry,” “It helps them hide,” “It holds their weight”). ▪ Test their structure, noticing strengths and weaknesses and making simple improvements ▪ Talk about how well their structure works, using every day and simple technical vocabulary (e.g. stronger, taller, joins, materials, table) ▪ Evaluate their finished model, saying what they like, what was tricky, and what they might change next time	▪ Show that the same set of items can be sorted in multiple ways, explaining their choices using simple vocabulary ▪ Begin to recognise patterns and similarities between items when grouping them <u>Maze Explorers</u> ▪ Use directional language such as up, down, left, right and turn to control an on-screen character or object ▪ Navigate simple mazes using digital controls, demonstrating early understanding of algorithms as a sequence of instructions ▪ Create short sets of instructions to move a character from one point to another, testing and improving their ideas ▪ Recognise when instructions do not achieve the intended outcome and debug by correcting mistakes ▪ Develop confidence in predicting what will happen when instructions are followed ▪ Begin to understand that computers follow instructions	▪ Begin to understand simple tactics, such as aiming for space or working with a partner to keep possession ▪ Develop spatial awareness when sending and receiving, ensuring they are safe and aware of others around them ▪ Work cooperatively with a partner or small group, taking turns and encouraging one another ▪ Learn to follow rules in simple ball games and understand why rules help keep games fair and safe ▪ Continue to improve their balance, agility, and coordination through targeted ball-skill activities and challenges ▪ Reflect on their performance, identifying what helps them throw more accurately or catch more successfully	▪ Begin to recognise that these stories show Christians how to behave – showing love, kindness, forgiveness and care for others ▪ Talk about how Jesus made people feel in the stories and why Christians believe he is a good example to follow ▪ Identify the special Christians use for Jesus, such as <i>teacher</i>, <i>helper</i>, <i>Saviour</i>, and begin to explore what these mean ▪ Understand that Christians celebrate Jesus at Christmas because they believe his birth was a special gift from God ▪ Make simple links between the stories from Jesus and their own experiences of kindness, friendship, helping others, or feeling cared for ▪ Use art, drama, simple writing and discussion to express ideas about why Jesus might be special to Christians
<u>PHSE/RSE</u> <u>Valuing difference</u> ▪ Recognise that everyone is unique, and begin to talk about what		<u>Music</u> <u>Colonel Hathi’s March</u> ▪ Listen and respond to the music, identifying the strong, steady beat and marching rhythm	▪ Respect that people have different beliefs, and some families may see Jesus differently or follow a different faith

makes themselves and others special ▪ Identify similarities and differences between themselves and their classmates (e.g. likes, dislikes, appearance, families) ▪ Show understanding that differences should be respected and celebrated, not used as a reason to treat someone unfairly ▪ Understand that people belong to different groups (family, class, community) and that these groups can include diverse people ▪ Begin to use simple language to express how to be kind, inclusive and friendly towards others who may be different from them ▪ Learn how to listen to others, take turns in conversations and show positive social behaviours ▪ Explore the idea of fair and unfair behaviour and recognise when someone is not being treated kindly ▪ Talk about how being excluded or included makes people feel and suggest ways to help others feel welcome ▪ Practise skills for cooperating and working together, such as sharing,	exactly, supporting logical and systematic thinking	▪ Move to the pulse by marching, stopping, and performing simple actions in time with the music ▪ Explore tempo by noticing when the music feels fast, slow, or steady ▪ Join in with call-and-response phrases, echoing simple rhythmic patterns and short vocal motifs ▪ Sing parts of the song with growing confidence, focusing on clear dictation and steady pulse ▪ Use classroom percussion instruments (e.g. claves, drums, tambourines) to keep a steady beat in time with the march ▪ Experiment with making marching-style rhythms, creating simple patterns to accompany the song ▪ Work together to perform a short group piece combining movement, voice and instruments ▪ Begin to understand that music can create characters and moods, discussing how the music feels <i>strong, steady or march-like</i> <u>Magical Musical Aquarium</u> ▪ Listen carefully to music inspired by underwater creatures and	
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taking turns and encouraging one another ▪ Understand that it is okay to have different opinions and practise expressing their own views respectfully ▪ Begin to recognise that sometimes people's differences relate to culture, abilities, families or interests, and that this diversity makes communities richer		soundscapes, describing what they can hear ▪ Explore how music can create an imaginative atmosphere, using words like <i>smooth</i>, <i>gentle</i>, <i>flowing</i>, <i>quiet</i> or <i>splashy</i> ▪ Use their voices to create sound effects, experimenting with pitch, dynamics, and vocal patterns to represent underwater movement ▪ Create simple graphic scores or symbols to represent sounds of the aquarium (e.g. bubbles, waves, fish movements) ▪ Play tuned and untuned percussion instruments to create watery soundscapes, choosing instruments for their tone and quality ▪ Experiment with changing dynamics (loud/soft) and pitch (high/low) to match different sea creatures ▪ Improvise short musical ideas to represent underwater scenes, using imagination and creativity ▪ Work in small groups to create and perform a short underwater composition using instruments, voice, and movement ▪ Talk about the music they make and hear, expressing preferences	
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