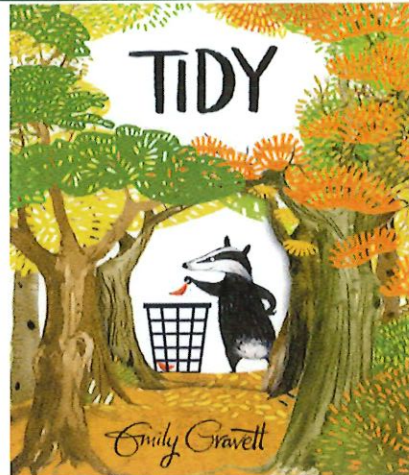


WOODLANDS PRIMARY SCHOOL



Year 1
Summer 1 Curriculum

Ready · Respectful · Safe

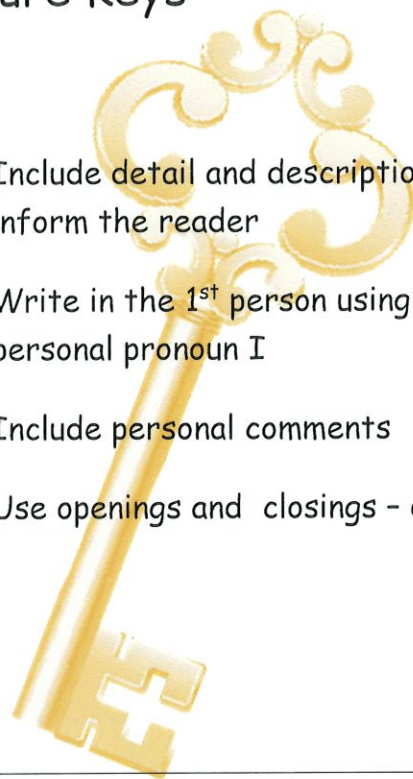


Your Mastery Targets for this term are...

- Punctuate sentences using a capital letter, full stop, question mark and exclamation mark
- Join words and clauses using *and*
- Some accurate use of prefix *-un*
- Some accurate use of suffixes *ed*, *ing*, *er*, *est* where there is no change to the root word

Feature Keys

- Include detail and description to inform the reader
- Write in the 1st person using the personal pronoun *I*
- Include personal comments
- Use openings and closings - *dear*, *from*



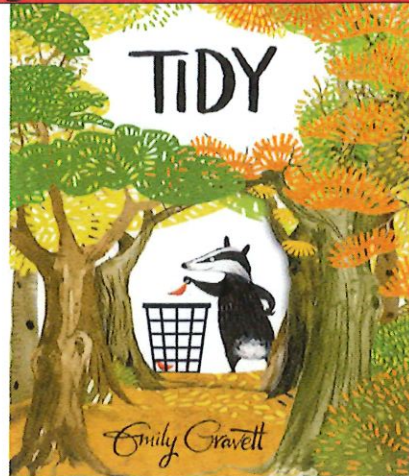
Vocabulary we will use this term...

Year 1

the	friend(s)
house	my
so	you
He	come
was	his
were	to
our	they
by	
love	

Topic Words

forest	scrappy
badger	undertook
patch	mighty
grooming	flood
untangled	concrete
knot	rakers
burr	rumbled
polished	churned
scoured	mixer
feat	succeeded

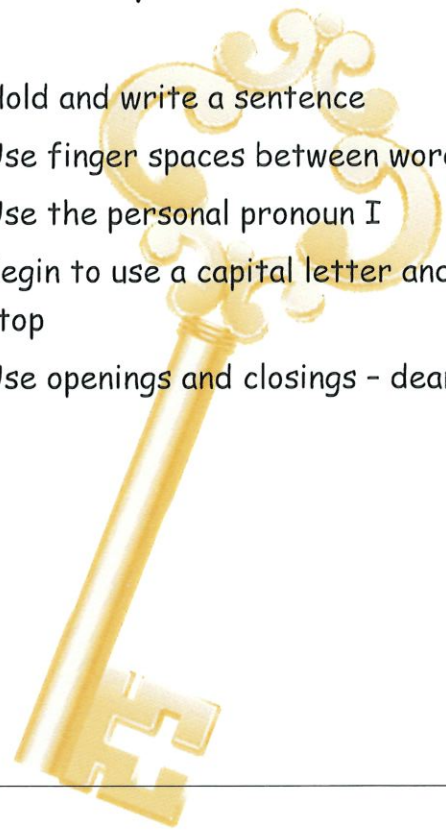


Your Mastery Targets for this term are...

- Compose a sentence orally before writing it
- Begin to join words using and
- Punctuate sentences using a capital letter and a full stop
- Spell words containing phonemes already taught

Feature Keys

- Hold and write a sentence
- Use finger spaces between words
- Use the personal pronoun I
- Begin to use a capital letter and full stop
- Use openings and closings - dear, from



Vocabulary we will use this term...

Year 1 Words

the friend(s)
 house my
 so you
 He come
 was his
 were to
 our they
 by
 love

Topic Word

forest scrappy
 badger undertook
 patch mighty
 grooming flood
 untangled concrete
 knot rakers
 burr rumbled
 polished churned
 scoured mixer
 feat succeeded

Plants

What should I already know?

The names of common plants (grass, flowers, tree)
That plants are living things
That plants need food, water and light to grow
Some trees keep their leaves all year round and some trees lose their leaves
Different plants and trees can look very different.

What vocabulary will I use this term: (NC vocabl)

Trunk
Roots
Leaves
Stem
Petals
Soil
Bark
Deciduous
Evergreen
Names of Some common Flowers

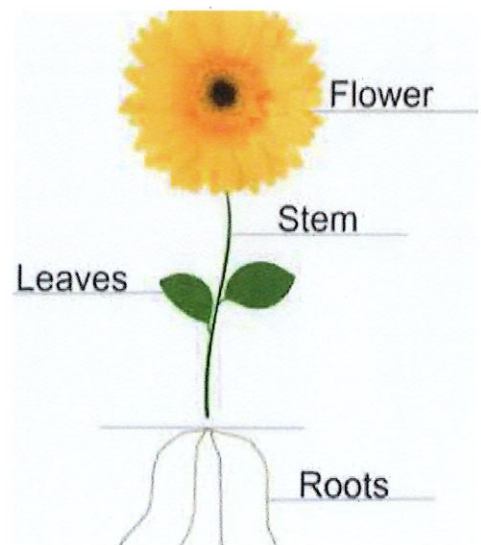
What new knowledge will I learn?

- Use scientific vocabulary to describe, label and discuss the different parts of plants.
- Develop understanding of plant parts and how they can look different on each plant.
- Compare and contrast the similarities and differences between different types of plants.



What skills will I use?

- Use the local environment to explore and recognise different common plants
- Understand how to gather data from their local environment and present it in a clear way
- Use observations to recognise the key features of local and common plants, gathering data
- Recognise changing features across different plants using words or pictures.



MATHS - Money

British Coins and Notes



What new knowledge will I learn?

I will:

- Recognise and name coins and notes
- Know the value of different coins and notes
- Count money using coins
- Make the same amount using different coins
- Compare amounts of money (more, less, equal)
- Solve simple problems involving money (e.g. buying items, giving change)

What mathematical sentences will I use?

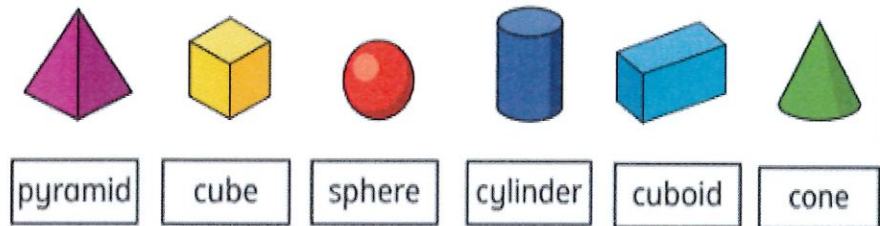
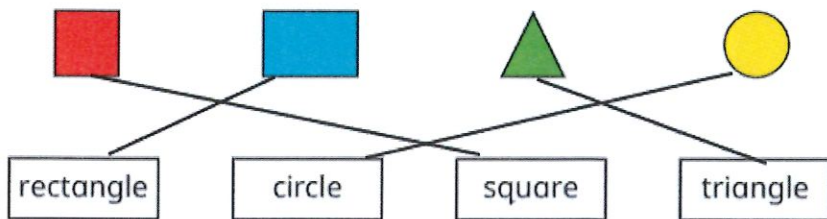
- "This coin is ___ and it is worth ___ pence/pounds."
- "The total amount is ___ because ___ + ___ = ___."
- "I can make ___ using ___ and ."
- "is more/less than ___."
- "These amounts are equal because ___ = ___."
- "The item costs ___ so I need ___."
- "I paid ___ so my change is ___."

What vocabulary will I use?

coin, note, money, pence, pound, value, amount, total, count, add, more, less, equal, same, change, pay, buy, cost, price

MATHS - Shape

Match each shape to its name.



What new **knowledge** will I learn?

I will:

- Recognise and name 2-D shapes
- Sort 2-D shapes
- Recognise and name 3-D shapes
- Sort 3-D shapes
- Create patterns with 2-D and 3-D shapes

What **mathematical sentences** will I use?

- "This shape is a ___ because it has ___ sides and ___ corners."
- "I can sort shapes by ___ because ___."
- "I noticed that ___ shapes are similar because ___."
- "This shape is a ___ because it has ___ faces, ___ edges, and ___ corners."
- "I can make a pattern with ___ and ___ shapes by ___."
- "I noticed that the pattern ___ repeats every ___ shapes."
-

What **vocabulary** will I use?

3D, 2D, cube, cuboid, pyramid, sphere, cone, cylinder, triangle, square, rectangle, circle, face, corner, edge

What makes our world wonderful?

What should I already know?

- The world is made up of different places.
- Some places are near (local) and some are far away.
- The UK is the country where we live.
- Places can have different weather, animals and plants.
- Some places are natural (physical) and some are made by people (human).

What vocabulary will I use this term:

World	The whole planet where people, animals and plants live.
Continent	A very large area of land on Earth.
Ocean	A very large body of salty water around the continents.
Coral Reef	A place in the sea where tiny animals build colourful rock homes.
Wildlife	Animals and plants that live in nature.
Local	A place that is close to where we live.
Environment	The place around us where plants, animals and people live.

What new knowledge will I learn?

I will:

- Know that the world is made up of land and water
- Know that there are different parts of the world called continents and oceans
- Know that places can be different, such as forests, seas, mountains and parks
- Know that my local area has features like trees, rivers and wildlife
- Know that some places are far away and may look very different from where I live
- Understand that places have physical features (like rivers and mountains) and human features (like buildings and playgrounds)

What skills will I use? I will:

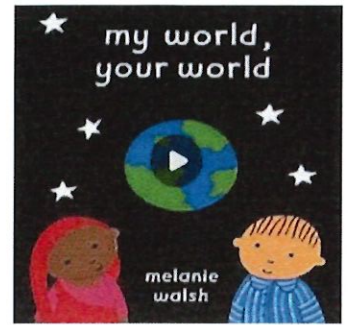
- Use simple maps and globes to find places like where I live
- Look closely at my local area and talk about what I see
- Identify physical features (like trees and rivers) and human features (like houses and playgrounds)
- Talk about how places are the same or different
- Use simple geographical words to describe places



No Outsiders

What story will I use?

My World, Your World by Melanie Walsh



What key questions will I discuss?

- What makes someone different from you?
- How can we be kind to people who are different from us?
- Why is it important to include everyone?
- What can we do if we see someone being left out?

What skills will I use?

- Talking and listening respectfully
- Celebrating difference
- Asking questions about identity and difference in a safe way
- Recognising and challenging unfairness or exclusion
- Showing kindness and respect to everyone

What vocabulary will I use?

different / difference, same / similar, kind / kindness, friend / friendship, fair / unfair, include / include everyone, respect / respectful, family / people

Art: Painting

What new knowledge will I learn?

- Henri Rousseau was a French artist famous for his jungle and forest paintings.
- His art used lots of greens and detailed leaves, and often hid animals in the jungle.
- Like Rousseau, we can use our imagination to paint places we've never visited.

What skills will I use? I will:

- Explore thick & thin brushes to paint trees, leaves and forest textures
- Mix primary colours to make secondary greens and browns
- Add white to make tints and black to make tones; explore layering to add depth
- Use sketchbooks to experiment with brush strokes, colour mixing and leaf shapes

What vocabulary will I use?

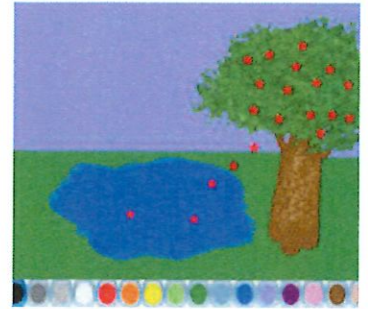
primary, secondary, tint, tone, thick, thin, blend, texture, pattern, jungle, forest, layer, Henri Rousseau.



Computing: Digital Painting

What new knowledge will I learn?

- Digital devices such as tablets and computers can be used to create pictures.
- Pictures can be made using different tools, colours, and brushes.
- Choosing colours and shapes carefully can make your picture look how you want.
- You can change or correct your picture if you make a mistake.
- Digital paintings can show ideas, feelings, or stories.



What skills will I use? I will:

- Use a tablet or computer to create pictures.
- Select colours, shapes, and tools to make my picture.
- Experiment with different brushes, pens, and effects.
- Edit or change parts of my picture if I want to improve it.
- Talk about my picture and explain what I have done.

What vocabulary will I use?

tablet / computer, picture / image, brush / pen / tool, colour / palette, shape / line, undo, paint / draw / create, edit / change