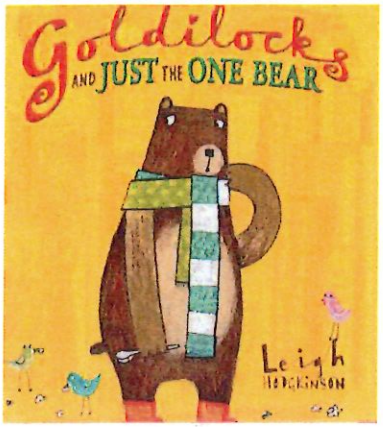
WOODLANDS PRIMARY SCHOOL

Year 1
Summer 2 Curriculum

Ready · Respectful · Safe

Summer Term 2	Year 1 Mastery Targets



Your Mastery Targets for this term are…

- Join words and clauses using 'and'
- Use simple description
- Sequence sentences to form short narratives (link ideas or events by pronouns)
- Use a capital letter for places and days of the week
- Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

Feature Keys

- Story language
- Simple description for character and setting
- Sequence of events
- Past tense
- Include a beginning, middle and end

Vocabulary we will use this term…

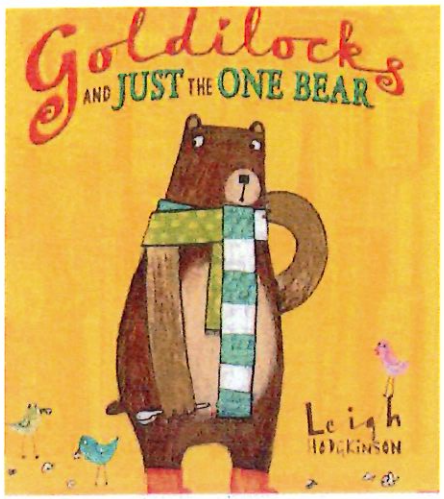
NC Common Exception Words – Year 1

a	has
was	some
once	here
he	there
on	so
the	to
where	of
said	my

Topic Words

duvet	penny dropped
lolloping	plonked
nip (into)	bear
peeked	wood
pleasant	minute
frothy	twigs
nodded off	leaves
pottering	cactus

Summer Term 2	Year 1 Mastery Targets



Your Mastery Targets for this term are...

- Join words and clauses using 'and'
- Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Application of previous taught phonemes
- Use a capital letter for places and days of the week

Feature Keys

- Use some story language
- Write simple sentences in sequence (link ideas with pronouns)
- Include a beginning, middle and end

Vocabulary we will use this term...

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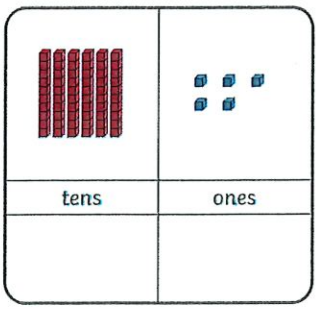
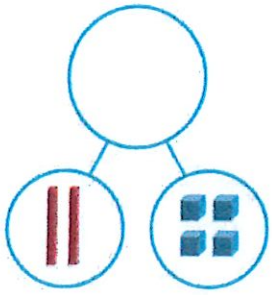
MATHS: Place Value Beyond 20

Numeral	Representation
17	
	
13	
	





What new **knowledge** will I learn? I will:

- Counting in ones
- Counting in tens
- Identifying tens on a number line
- Counting efficiently by making groups of ten
- Represent 2-digit numbers
- One and ten more and less
- Comparing and ordering amounts and numbers
- Understanding odd and even numbers
- Counting in twos and fives

What **mathematical sentences** will I use?

- "___ is greater/less than ___ because it has more/less tens."
- "___ is greater than / less than ___ because it has one ten and more / fewer ones."
- "I know this because ___."
- "I noticed that ___."

What **vocabulary** will I use?

number, zero, one to twenty and beyond, none, count (on/up/to/from/ down)
before, after, less, many, few, fewer, fewest, smallest, least, greater, greatest, more, equal to, the same as, odd, even, pair, units, ones, tens, compare, size, value, between, halfway, above, below

Plants

What should I already know?

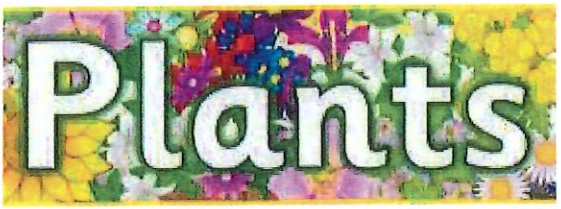
The names of common plants (grass, flowers, tree)
That plants are living things
That plants need food, water and light to grow
Some trees keep their leaves all year round and some trees lose their leaves
Different plants and trees can look very different.

What vocabulary will I use this term: (NC vocab!)

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

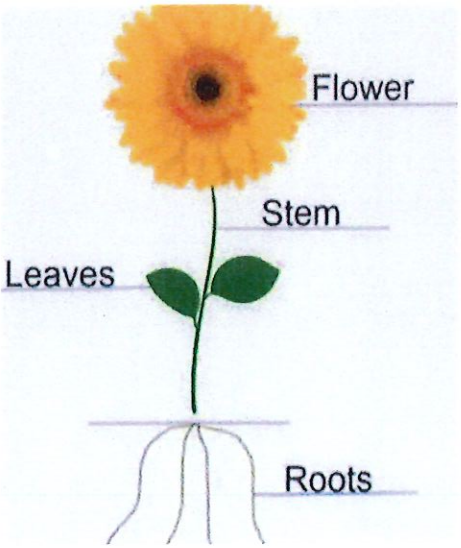
What new knowledge will I learn?

- 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.
- Observe changes over time as seeds grow.
- Develop an understanding of where our food comes from.u



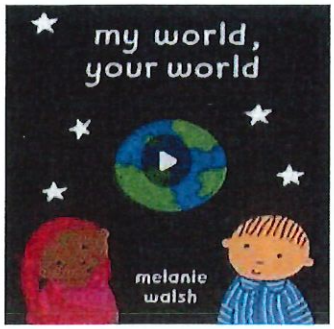
What skills will I use?

- 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.
- Observation and recording skills to gather data as our seeds grow.



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

DT: Structures and Materials

What new **knowledge** will I learn?

- Bird feeders can be made from recycled materials.
- Different materials are useful for different purposes.
- Structures need to be strong so they can hold food safely.
- Designing helps us plan and improve our ideas.
- Recycling materials can help protect the environment.

What **skills** will I use? I will:

- Explore and choose recycled materials to make a bird feeder.
- Cut, join and fix materials together safely.
- Test which materials are strong and suitable.
- Design and build a simple structure for birds.
- Evaluate my bird feeder and talk about what worked well.

What **vocabulary** will I use?

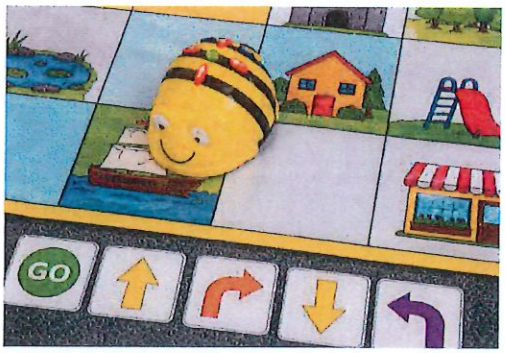
structure, material, recycle, reuse, design, build, join, fix, strong, weak, waterproof, bird feeder, evaluate, improve

Computing: Robot Algorithms

What new **knowledge** will I learn?

- A robot follows instructions called algorithms.
- The order of instructions changes what happens.
- Algorithms need to be clear and in the correct sequence.
- We can predict what a robot will do by looking at the instructions.
- Debugging means finding and fixing mistakes in an algorithm.
- Computers and robots can be used to follow routes and solve problems.

What skills will I use? I will:



- Give instructions to a floor robot.
- Use forward, backward, left and right commands.
- Predict where a robot will move.

- Test and debug algorithms when they do not work.
- Create and follow simple routes using mats and maps.
- Design simple algorithms for a robot to follow.

What **vocabulary** will I use?

robot, algorithm, instruction, command, sequence, predict, route, forward, backward, turn, left, right, debug, program, floor robot, Bee-Bot

Are we doing enough to protect our world?

What should I already know?

- The UK is made up of England, Scotland, Wales and Northern Ireland.
- Some places are near (local) and some are far away.
- Some places are natural (physical) and some are made by people (human).
- The world is made up of seven continents and five oceans.
- The equator effects how hot or cold places are.

What <u>vocabulary</u> will I use this term:

Environment	The place around us where plants, animals and people live.
Habitat	The home where animals and plants live.
Pollution	Harmful waste that makes the environment dirty or unsafe.
Recycling	Turning old or used materials into new things instead of throwing them away.
Protected area	A place that is looked after to keep plants, animals and nature safe.
Nature reserve	A special protected place where wildlife and habitats are cared for.
Conservation	Looking after the environments to keep it safe for the future.

What new knowledge will I learn?

I will:

- Know that some places are special and need to be looked after
- Know that places like parks, forests and seas are homes for plants and animals
- Know that litter and pollution can harm the environment
- Understand that animals and plants need safe habitats
- Know that people can help the environment by recycling and keeping places clean
- Understand that small actions can help protect our world

What skills will I use? I will:

- Use simple maps and globes to find places near and far
- Look closely at places and talk about what I see
- Identify physical features (like trees, rivers and seas) and human features (like paths and buildings)
- Compare places and talk about what is the same and different
- Use geographical words to describe places and environments
- Talk about how people can help care for the environment