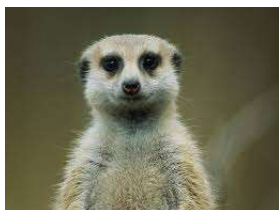


Welcome to Year 1!

Summer Term 2026

Welcome back, I hope you've all had a lovely Easter. We have lots of exciting things planned for the Summer term ahead and I hope you are looking forward to it as much as I am! This newsletter includes lots of useful information about the topics we are studying, our routines and some key days and dates.




Geography

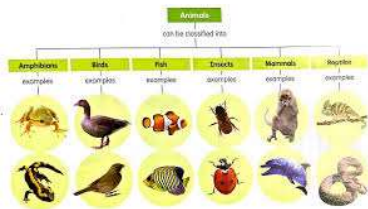
'Why can't a meerkat survive in the North Pole?'



In our Geography topic, we will be learning how to find where the UK, the equator and the poles are on the world map. We will be looking at the similarities and differences between the features and the climate of the UK and Ecuador and comparing their capital cities. We will then be delving deeper and exploring what it is like to live in the Arctic! Brrrrrrrr! We will be finding out lots about what the climate is like here and how it changes between the seasons. We will be learning lots about a town in the Arctic and exploring if there are any similarities and differences to a town in the UK. Finally, we will be finding out where different animals live in the world and whether animals prefer different climates.

|Year 1 KS1 Knowledge Mat Why can't a Meerkat live in the North Pole?

Subject Specific Vocabulary			Animals that live close to the equator	
North Pole	The North Pole is the northernmost place on Earth. When at the North Pole all directions point south.		Sticky Knowledge <ul style="list-style-type: none"> I can find the equator, North Pole and South Pole on a globe. The hottest areas of the world are closer to the equator. The coldest parts of the world (North Pole and South Pole) are furthest away from the equator I can say how life is similar and different in hot and cold countries to my own life The largest hot desert in the world is the Sahara in Africa The largest cold place is Antarctica 	<ul style="list-style-type: none"> meerkats lizards scorpion coyote camel
South Pole	The South Pole is the southernmost place on Earth. When at the South Pole all directions point north.	Animals that live in the polar regions <ul style="list-style-type: none"> penguins polar bears Arctic fox seal reindeer walrus 		
Equator	An imaginary line around the centre of the Earth. It is very hot at the Equator. It divides the Earth into the north and south hemispheres.			Interesting Fact: During the South Pole winter (mid March to mid September) it is dark all the time. During the summer it is light all the time.
globe	A model of the world (Earth)			
humid	When there is a lot of moisture in the air it is said to be humid. Hot countries often are very humid.			
scorching	To burn slightly or to cause a change in colour because of the heat.			
desert	A desert is a very dry place that experiences little rain and therefore plants don't grow there.			
hemisphere	It is half the Earth divided into north and south by the equator. The UK is in the northern hemisphere.			
temperature	How hot or cold a place is			





Science

'What do I munch for lunch?'

In our Science topic we will be identifying and naming a variety of common animals (including fish, amphibians, reptiles, birds and mammals). We will then be identifying and sorting animals which are carnivores, herbivores and omnivores and describing and comparing the structure of a variety of common animals. We will be transforming into scientists and collecting data about animals and answering questions about them. As well as animals, we will be identifying the basic parts of the human body and we will be able to label these (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth). We will be delving deeper into the human body and we will also be exploring our five senses by performing a simple test. Moreover, as part of our science topic we will be visiting Brock Holes Nature Reserve in Summer term 2!



Year 1: Animals Knowledge Mat (Biology) (What do I munch for lunch?)

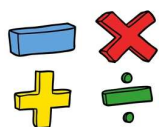
Subject Specific Vocabulary		Sticky Knowledge	
fish	A fish is a scaly skinned creature with a spine that swims in water and breathes using gills.	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <i>including those that are kept as pets.</i> <input type="checkbox"/> I can identify and name a variety of common animals that are carnivores, herbivores and omnivores <input type="checkbox"/> I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <input type="checkbox"/> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth through games, actions, songs and rhymes (<i>linked to the senses</i>) <input type="checkbox"/> I can explore & compare the differences between things that are living, dead or never alive. 	 
amphibians	All amphibians begin their life in water with gills and tails. Examples are frogs and newts.		
reptiles	Are animals that are cold-blooded. Most lay eggs and their skin is covered with hard, dry scales		
birds	Birds have feathers and wings. They lay eggs and are warm-blooded animals.		
mammals	Mammals are also warm blooded animals. They breath air and have a backbone.		
carnivore	A carnivore is a meat-eating animal that gets its food from killing other animals.		
herbivore	A herbivore does not eat food and they eat plants.		
omnivore	An omnivore eats plants and meat.		
senses	Sight, hearing, taste, smell, touch.	<h4>Interesting & Important Facts</h4> <ul style="list-style-type: none"> • There are different species animals that are discovered every day! • The world's largest animal is the Blue Whale - it can grow up to 25 metres in length and can weigh up to the weight of 2 buses! • The world's biggest carnivore is the Polar Bear. • The largest land animal is the African Elephant that can grow up to 5 tonnes in weight - the size of a small tank! • Animals that have backbones are called vertebrates, those without are called invertebrates. 	

BOOK



Literacy

As well as reading lots of texts related to our topics, we will also be reading and writing lots of traditional/fairy tales, recounts, instructions, stories from different cultures, descriptive writing, letters and non-fiction reports. Our grammar work will continue to include writing in complete sentences and we will be continuing to punctuate sentences using a capital letters and a full stop at the end. We will be practising using question marks and exclamation marks at the end of some of our sentences. We will also be continuing to use capital letter for names of people, places and the days of the week. We will be continuing with a big focus on Handwriting by continuing to sit correctly at the table and holding our pencils comfortably and correctly.



Numeracy

During topic Maths lessons we will be looking multiplication and division by learning to count in multiples of twos, fives and tens and we will be solving one step problems involving multiplication and division. We will begin to look at Fractions and will begin to recognise, find and name a half as one of two equal parts of an object, shape or quantity and recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. We will but looking at Geometry: position and direction and be able to describe position, direction and movement, including whole, half, quarter and three-quarter turns. Adding to our knowledge of place value, we will begin to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number, count, read and write numbers to 100 in numerals and identify one more and one less.

Moreover, we will be exploring money and recognising and will know the value of different denominations of coins and notes. Finally, we will be exploring time. We will be learning how to recognise and use language relating to dates, including days of the week, weeks, months and years, we will be telling the time to the hour and half past the hour and drawing the hands on a clock face to show these times, we will be comparing, describing and solving practical problems for time (for example, quicker, slower, earlier, later). We have got lots to learn this term!

Please continue to use Numbots as this is a great online tool for practising times tables which can be accessed from home. Log in details for TT Rockstars can be found in your child's green reading record.



Computing

This term, children will develop their understanding of technology and begin their journey into coding. They will learn to read and understand simple code, explore how changing design elements affects outcomes, and plan and create their own computer programs.

Pupils will also explore what technology is, how it is used in school, and why it is important in the wider world. Alongside this, they will learn how to use technology safely and responsibly.

In our creative Making Beats unit, children will compare digital music with live instruments, experiment with mixing sounds using tools like 2Beat, and compose their own tunes and beats inspired by different scenes.

ART

Painting and mixed media: Colour splash

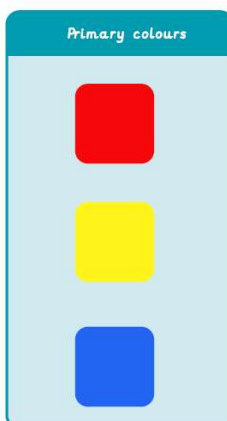
In this colourful and creative unit, children explore primary and secondary colours, experiment with mixing techniques, and build confidence through painting and printing. They apply their skills in a final project, creating a painted plate inspired by an artist. Along the way, pupils deepen their understanding of how colours work and how they can be used in art.

Year 1 - Painting and mixed media



Hue	Describing an exact colour: sky blue, dark green, rose pink
Mix	Combining two or more colours together
Pattern	Pattern is a design in which shapes, colours or lines are repeated
Primary colours	Red, yellow and blue
Print	Transferring an image onto another surface, e.g. finger printing
Secondary colours	Orange, green and purple and made by mixing two primary colours together

Artists
Jasper Johns
Clarice Cliff



Mix secondary colours

	+		=	
	+		=	
	+		=	

DT

'What do I munch for lunch?'
(link to science)



In DT this term will be researching the fruits used in a fruit salad, discussing their colour, texture and shape. We will be exploring what a fruit salad is and why it is healthy, and where fruit is grown around the world. We will be getting creative by discussing and making annotated sketches of ideas for our own fruit salad, we will be designing our own criteria lists. We will be using lots of tools and equipment and will be listening carefully to the Key safety points - hold with 1 hand and cut with other hand away from where I am holding and discussing hygiene- washing fruit, cleaning surfaces, tools and hands.



RE

'How should we care for others and the world and why does it matter?'
'What does it mean to belong to a faith community?'

This term we will be learning about stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. We will be thinking carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. We will also take time to consider why people who are religious and non-religious should care for others and look after the natural world.

Moreover, we will focus on what it means to belong to a faith community. We will be considering how members of different communities show that they belong.

We will be looking at lots of artefacts, places of worship and symbols as well as considering where they belong and the communities to which they are a part of.



RSHE

This term is RSHE we will be looking at what a healthy diet is and be giving examples about what a healthy meal looks like. We will be discussing what we need to do in order to keep our teeth clean and the importance of this as well as discussing which foods are good or bad for our teeth and why we should visit the dentist. We will be looking at the benefits of having an active lifestyle and say what the characteristics of an active lifestyle are. Finally, we will be discussing and highlighting how we keep safe in the sun.

History

'How did brave women like Annie, Emmeline, and Rosa change the world?'

In History this term, children will explore the lives of significant individuals who have made a difference both locally and globally. They will learn about Annie Kenney, a key figure from our local area, and Emmeline Pankhurst, understanding their important contributions to national change.

We are also excited to be visiting the Pankhurst Centre, where children will bring their learning to life by exploring the history of the suffragette movement in a meaningful and engaging way.

Children will also look beyond their locality to study Rosa Parks, discovering how her actions helped shape international history.

Through these inspiring stories, children will begin to understand how individuals can create change and make a lasting impact on the world.



Music

We are excited to be introducing our new music scheme, Charanga! This term, children will explore the themes Sound and Pictures and Highs and Lows, discovering how music can tell a story and create mood.

Through fun, interactive lessons, children will experiment with pitch, explore different sounds, and use their voices and instruments to bring ideas to life—building confidence and creativity along the way.

PE

Our PE lessons this term will focus on *Gymnastics (Sequencing and flight)*, *Games and Athletics*. We will be exploring our fitness skills and learning about healthy living. We will be practising lots of running and jumping so we are ready for our sports day! We will be learning new skills such as multi skills, co-ordination and agility.



Other Information

Please prioritise time for **daily reading** with your child and record this in your child's green Reading Record book. Your child will be given home reading books each week and in addition to this they may borrow a book from the class reading corner if they would like to. Ideally children should read (at least 5 times a week) a range of fiction, non-fiction texts and poetry. However, please remember that all reading counts! You might encourage your child to read one of their own books at home; read and follow a recipe; enjoy an extract from a magazine or have fun reading different street or road signs. Whatever your child has read we'd love to hear about it. We will be checking reading records each day.

Weekly spellings will be set on a **Friday** and tested the following **Friday**. Please learn your weekly spellings and Year 1 Common Exception Words carefully.

Uniform

Please help your child and I, by naming (even if just in biro) EVERY ITEM OF SCHOOL UNIFORM, including coats, shoes, pumps and all those gloves, hats and scarves... they get everywhere! If an item has a name in/on it I can help to promptly return it.

If you do have any concerns or questions about your child please do not hesitate to contact me. **I am here to help!** I would greatly appreciate it if parents could speak to me in the morning **before 8.50am** so that I can focus on settling the children into class and start the day promptly. Alternatively, you are welcome to speak to me **after 3.35pm** when all the children have been safely dismissed by a member of staff.

Miss Hobson