



Class 1 - Summer 1

Key Information



Key dates- Summer 1

- Tuesday 21st April- Class 1 School trip to Smithills Open Farm
- Thursday 23rd April- Class Photographs

EYFS Donations

- For our EYFS children we are continuing to ask for donations of £2 a week or £14 half-termly to provide for resources to help aid in further learning experiences.
- Any donations can be given to your child or to any Class 1 staff on a Monday morning at drop-off.

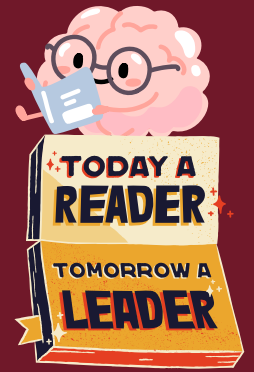
PE days

- Please be advised P.E. days for this Summer 1 will be:
- **Tuesday-** Net and Wall Games
- **Thursday-** Striking and Fielding Games
- Please ensure your child comes to school on these days wearing their P.E. kits.



Class 1 - Summer 1

Key Information



Reading books

- Every Thursday to reinforce fluency.
- Fostering reading for pleasure.
 - Children's interests to taken into account for book selections.
 - Posing questions to deepen children's comprehension and understanding.
 - Making time for reading consistently.
 - Approaching reading with excitement and enthusiasm.

Labelling items

- Please ensure all items of clothing and personal belongings are labelled to ensure they do not get misplaced or take by mistake.

Homework

-To continue to be sent out **every Thursday** and to be completed for the following Thursday.

Homework will include:

- Phonics
- Maths
- Handwriting



Class 1's Learning Overview Summer 1

Writing



Overview of Learning

-This unit is based on the book Iggy Peck, Architect by Andrea Beaty. It helps children develop a love of buildings, design, and creative writing.

What Your Child Will Be Learning

Exploring Buildings & Materials

Children will learn about different types of buildings and the materials used to make them. They'll also build their own towers using a variety of resources.

Developing Language Skills

They will practise:

- Describing buildings using interesting adjectives
- Comparing structures using words like taller and tallest
- Using simple conjunctions (e.g. and, but, because) to join ideas

Designing Their Own Home

Children will:

- Draw their dream home on graph paper
- Label their designs using phonics
- Write sentences to describe what they've created

Creating Posters

They will design posters to promote a fun school competition:

“The Iggy Peck Dream Home Awards”

This helps them practise different types of sentences (questions, commands, statements).

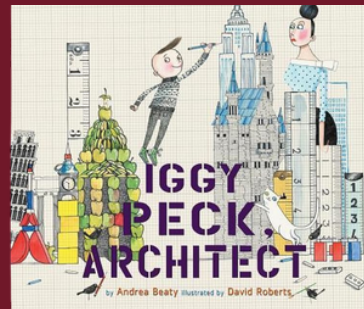
Learning About Real Buildings

Children will make a simple fact file about different buildings to inspire others around the school.

Celebrating Each Other's Work

To finish, children will:

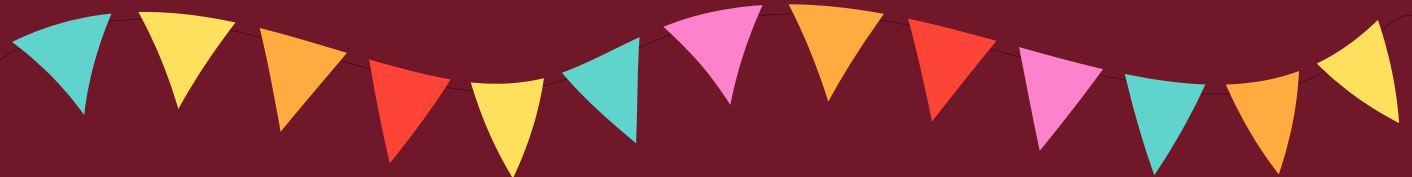
- Write letters or certificates
- Explain what they liked about others' designs
- Share positive feedback with classmates



Reading

Reading lessons are now firmly embedded into our weekly routine, ensuring that children have regular and consistent opportunities to take part in guided reading. Books continue to be carefully selected to match each child's individual reading ability, helping to build confidence, improve fluency, and strengthen comprehension skills as they progress.





Maths

Reception

10 and Beyond

- Find, subitise and representing numbers from 1-20
- 1 more and 1 less
- Composition of 1 - 20
- Using 10s frames
- Counting using one-to-one correspondance
- Comparing quantities (more than, fewer than, the same)

Shapes

- Select shapes for a purpose
- Manipulate shapes
- Rotate shapes
- Explain shape arrangements
- Compose shapes
- Decompose shapes
- Copy 2-D shape pictures
- Find 2-D shapes within 3-D shapes

Year 1

Multiplication and Division

- Count in 2s
- Count in 10s
- Count in 5s
- Recognise equal groups
- Add equal groups
- Make arrays
- Make doubles
- Make equal groups



Fractions

- Recognise a half of an object or a shape
- Find a half of an object or a shape
- Recognise a half of a quantity
- Find a half of a quantity
- Find and Recognise a quarter of an object or a shape
- Find and Recognise a quarter of a quantity





Science

Substantive Knowledge (What children will know)

Children will learn that:

- Everything is made from different materials (wood, plastic, metal, glass, fabric, paper)
- Materials have different properties (hard/soft, smooth/rough, waterproof/not waterproof)
- Some materials are better for certain jobs than others
- Objects are made from materials chosen for a purpose
- We can sort and group objects based on what they are made from
- Reception focus: naming and exploring
- Year 1 focus: describing properties and explaining choices

Disciplinary Knowledge (How children think and work like scientists)

Children will learn to:

- Observe materials closely using senses
- Ask and answer simple questions about materials
- Test materials (e.g. waterproof, strength, texture)
- Sort and group objects in different ways
- Talk about findings using simple scientific language
- Begin to explain reasoning (“because it is strong/waterproof”)
- Reception focus: exploration and talk
- Year 1 focus: simple testing and explanation

Key Skills (What children will be able to do)

- Identify and name common materials
- Sort objects by material and property
- Describe simple properties (hard, soft, shiny, rough, smooth)
- Carry out simple tests (e.g. what happens when water is poured on fabric/paper/plastic)
- Record ideas through drawing, talk, labels, and simple writing
- Explain choices using simple reasoning





R.E.



P.S.H.E.

What Makes a Place Holy or Special?

By the end of this unit pupils will know that:

- Christians worship in a church.
- Muslims worship in a mosque.
- Hindus worship in a temple/mandir.
- People consider places to be special for different reasons.
- Some people of faith take off their shoes before entering a place of worship.

By the end of this unit pupils are expected to be able to:

- Talk about their special places.
- Talk about places of worship as special/holy places.
- Talk about taking off your shoes in a special/holy place.

Safety and the changing body

- Know a number of adults in school.
- Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.
- Understand ways to keep safe and not get lost and know the steps to take if they do get lost.
- Know the number for the emergency services and their own address.
- Understand that some types of physical contact are never acceptable.
- Understand that there are hazards in houses and know how to avoid them.
- Understand and name jobs that people do to help keep us safe.



History

Homes Now and Long Ago

Substantive Knowledge (What children will learn)

- I know that homes today are different from homes in the past
- I know that some features of homes have changed over time (materials, furniture, technology)
- I know that older homes often did not have things we use today (electricity, TVs, washing machines)
- I know that people in the past lived in different types of houses
- I know that we can learn about the past by looking at pictures, objects and stories

Disciplinary Knowledge (How children learn like historians)

- I can look at pictures and objects to find clues about the past
- I can ask and answer simple questions about homes now and long ago
- I can compare similarities and differences
- I can talk about what has changed over time
- I can use evidence (pictures, artefacts, stories) to explain my ideas

Key Skills (What children can do)

- I can describe my own home
- I can talk about homes from the past
- I can spot differences and similarities
- I can use simple historical vocabulary (old, new, past, present)
- I can sequence images in simple chronological order
- I can explain what I notice using sentences or talk



Art and Design

Working in Three Dimensions: Making Birds

By the end of this unit, children should be able to:

- Create a simple 3D bird sculpture
- Use basic techniques like rolling, shaping and joining materials
- Recognise key features of birds (wings, beak, tail)
- Explore different materials and how they work
- Develop fine motor skills through making
- Use imagination and creativity in their designs
- Talk about their work using simple art vocabulary
- Build confidence and independence in art
- Begin to understand that art can be 3D (sculpture)



P.E.

Net and Wall Games

- To defend space using the ready position.
- To play against an opponent and keep the score
- To explore hitting with a racket.
- To develop racket and ball skills.
- To develop sending a ball using a racket.
- To develop hitting over a net.

Striking and Fielding Games

- To develop underarm throwing and catching.
- To develop overarm throwing.
- To develop hitting a ball.
- To develop collecting a ball.
- To learn how to get a batter out.
- To understand how to score points.

Computing



Animated Stories

- Understand that computers follow clear instructions (algorithms)
- Give and follow simple step-by-step instructions
- Use a program to create a simple animated story
- Add characters, backgrounds and movement
- Use basic commands like start, stop, move and repeat
- Begin to understand that order of instructions matters
- Predict what will happen when they change instructions
- Develop problem-solving skills by fixing simple mistakes
- Use creativity and imagination to tell a story
- Talk about their work using simple words like “instructions”, “program”, and “animation”