

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 1

Summer 2

writing

Keywords

adjectives
verbs
pronouns
nouns
capital letter
finger space

full stop
word choice
beginning
middle
end

conjunctions
exclamation mark
question mark

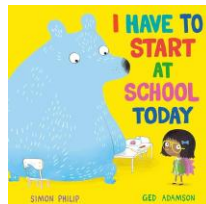
In school we will be learning

This term the children will be looking at the story, 'I have to start school today.' The themes the children will be focusing on from this book are 'imagination' and 'worries.'

The children will be writing a narrative with a repeated pattern. They will secure basic punctuation, ensuring they are using capital letters and full stops consistently and accurately. They will use adjectives to describe a setting, as well as how a character is feeling.

Also, the children will use their historical knowledge of the Victorian era to write a recount from the perspective of a child in a Victorian school. They will follow the structure of a recount, as well as securing writing in past tense and first person.

Handwriting will continue to be a big focus. Children will ensure they are consistently using finger spaces and accurate sizing of letters.



At home you can

- Choose a favourite character and write a story about an adventure they went on.
- Choose a [setting](#) and describe it.
- [Handwriting practise](#)
- Write about your school day

Useful websites



[How to create a story setting](#)



[Different tenses](#)

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reading

Keywords

punctuation
exclamation mark
full stop
expression
fluency
digraph

alternative sound
split digraph

In school we will be learning

This term, the children will be doing their Year 1 phonic screening test. The children will continue to consolidate their learning of phonics in preparation for their test.

-If your child reads a Level 7/8 levelled book, they will continue to look at texts with a variety of punctuation; question marks and exclamation marks. They will also encounter alternative graphemes in their reading, where they will be encouraged to read fluently and use expression in their reading.

Children will focus on answering comprehension questions by looking for key words in the text.

-If your child reads a Phase 5 levelled book, they will focus on alternative sounds for phase 3 digraphs. They will continue to consolidate their reading behaviours; self-correcting, tracking with their finger and reading at the correct pace. Alongside this, they will begin to read with expression, showing an understanding of what they are reading.

-If your child reads a Phase 3 levelled book, the focus will continue to be identifying and being able to read words with digraphs and split digraphs.

It is so important that you are listening to your child read every day and you are recording this in their planner, whether it's a signature or a comment!

At home you can

- Visit the local library
- Listen to your child read everyday
- Ask questions about the book your child has read
- Practise reading the Year 1 harder to read and spell words

Useful websites



[Year 1 HRS Words](#)



www.phonicsplay.co.uk

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Maths

Keywords

fractions
half
quarter
vertical
horizontal

place value
tens
ones
ty numbers
teen numbers




hour
half an hour
minutes

In school we will be learning

This term, the children will be introduced to fractions. They will be able to name and recognise half and a quarter of objects and quantities. They will practically make halves and quarters in different ways and use a range of resources to achieve this. They will also be shown halves and quarters in different orientations.

The children will consolidate their previous knowledge of addition and subtraction and use this to solve reasoning and problem-solving questions. They will use concrete objects, pictorial representations and arrays to support them.

The children will also consolidate their prior learning of time. This will include naming days of the week and months of the year. Children will also consolidate their learning of telling time to the hour and half the hour. They will sequence the chronological order of events using time language.

whole 	half 	quarter 
one 1	half $\frac{1}{2}$	quarter $\frac{1}{4}$

At home you can

- Practise writing numbers in numerals and words to 100
- Make half and a quarter of a shape
- Use time words to describe what they did throughout the day
- Practise telling the days of the week and months of the year

Useful websites



[Mental Maths Train](#)



[Telling the Time](#)

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science

Keywords

care
exercise
food
healthy
shelter
survive

water
animal
carnivore
food
herbivore
meat

omnivore
teeth
vegetable
wild animal

In school we will be learning

Animal Parts

In the Animal Parts project, your child will learn that animals, including humans, can be sorted into six groups: amphibians, birds, fish, invertebrates, mammals and reptiles. They will learn that different animal groups have similar and different body parts and the purposes of these body parts. They will sort animals into the six animal groups based on characteristics. They will complete Carroll diagrams, sorting picture cards of animals according to given and chosen criteria. They will learn about pets and how they are cared for and identify the animal group for each. They will complete a class block graph by recording which pet they prefer, then interpret the classes' results to learn which pets are the most and least popular. They will discuss what different animals eat, using the terms 'carnivore', 'herbivore' and 'omnivore', and observe the characteristic features of different animals that belong to these groups by examining their teeth and eye positions. They will complete Venn diagrams, identifying animals that are carnivores, herbivores and omnivores. Children will observe an invertebrate for a short period and then ask scientific questions about the animal and research to find the answers. They will complete their learning by observing earthworms to learn about their body parts, diets, and senses and compare earthworms to other animals learned about during the project.



At home you can

- **Animal Sorting Game:** Create flashcards or use images from magazines or the internet representing various animals from each group (amphibians, birds, fish, invertebrates, mammals, and reptiles). Have your child sort these animals into the correct groups based on their characteristics.
- **Carroll Diagram Activity:** Provide your child with picture cards of animals and a Carroll diagram template. Guide them to sort the animals according to given criteria (e.g., where they live, what they eat) and then let them choose their own criteria for sorting.

Useful websites



BBC bitesize



Year 1 Science
- Different
Animal
Groups

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Humanities

Keywords

school
same
different
change
past

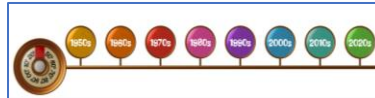
present
now
then
Victorian
significant

arithmetic
needlework
leisure
Dunce hat
woodwork

playground
education
era
future
classroom

In school we will be learning

The children will learn about changes within living memory. Where appropriate, these will be used to reveal aspects of change in national life. Their topic is called School Days.



They will consider events beyond living memory that are significant nationally or globally. The children will learn about the lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.

They will know and understand the history from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.



The children will compare their own school life to that of what school was like during the Victorian times.



At home you can

- Make a timeline about the changes that have happened in schools.
- Write a description about what a Victorian school was like and what school is like now.
- Design and make a promotional poster all about Heathfield Primary School.
- Make a list of what you would include in your new school (40 years into the future) and explain why. Draw a picture as well if you wish.

Useful websites



[How have schools changed? - BBC Bitesize](#)



[KS1 History. Changes within living memory: 'Then and Now' - BBC Teach](#)

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computing

Keywords

ScratchJr,
command,
sprite,
compare,
programming,
start,

program,
background,
delete,
reset,
algorithm,
predict,

effect,
change,
value,
instructions,

In school we will be learning

Programming animations

The children will be introduced to on-screen programming through ScratchJr. Children will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Children will also be introduced to the early stages of program design through the introduction of algorithms.

At the beginning of the project, children will become accustomed to the ScratchJr programming environment. They will discover that they can move characters on-screen using commands and compare ScratchJr to the Bee-Bots used in the previous unit. The children will discover that blocks can be joined together in ScratchJr. They will use a **Start block** to run their programs. They will also learn additional skills such as adding backgrounds and deleting sprites. Learners will follow given algorithms to create simple programs.



At home you can

- **Exploring ScratchJr Environment:** Sit down with your child and explore the ScratchJr programming environment together. Let them navigate through the interface, click on sprites, and change backgrounds. Encourage them to experiment with different features and buttons to see what they do.
- **Creating Simple Programs:** Encourage your child to use their creativity to create simple programs in ScratchJr. They can make characters move, interact with objects, or even tell short stories using the programming blocks they have learned.

Useful websites



scratchJr



Scratch Jr
- How to
Edit and
Add
Character
s (Sprites)

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D & T

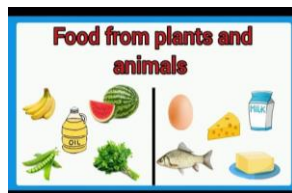
Keywords

chop
peel
slice
tear
mash
grate

dairy
salad
seed
stem
texture

In school we will be learning

This term the children will be learning about sources of food, with a focus on food that comes from plants and food that comes from animals. They will be investigating what it means to prepare food and which food needs preparation before eating.



The preparatory skills they will be developing are: peeling, tearing, slicing, chopping, mashing and grating. They will be given the opportunity to use various kitchen appliances and will discuss which are better suited to the various techniques.

They will use this knowledge and techniques to design and make a supermarket sandwich according to specific design criteria.

The children will learn about the importance of hygiene in the kitchen as well as how to safely use kitchen equipment. They will continue to develop the skills of working in groups and how to voice their thoughts effectively.



At home you can

- Get your child involved in the kitchen, emphasising the importance of washing hands before preparing food.
- With your close supervision, allow them to practise various techniques like peeling, chopping, grating, mashing etc.
- As you prepare, talk about the texture of the food and why you are preparing it in a specific way eg. We grate/chop carrots for salads to make it easier to eat.
- Talk to your child about what a healthy school lunch might look like.

Useful websites



Before
your
cook



Where
our food
comes
from

Music

Keywords

Classical,
Prokofiev,
Graphically Notate,
Stealthy, Elderly,
names of percussion instruments:

triangle, drum, maraca cymbals,
xylophone, tambourines, claves,
cowbell, shakers,
pitch match,
Pulse,

Rhythm,
Rap,
Pitch,
Improvise,
Compose

In school we will be learning

During this half term, pupils in Year 1 will be exploring sound through Classical music. With this we would like pupils to be able to say what the style of music "Classical" is and begin to recognise some instruments that are in classical genre of music.

Pupils will listen to music that tells a story and see if they can identify the story, as well as feelings that are happening in the story.

Pupils will learn how different musical ideas can represent different characters, events and emotions. We want pupils to know that some songs/compositions are written to tell a story.

Children will also create a variety of different sounds for different characters and events in a story. This will hopefully build on the great work that was done last half term.

As pupils are more used to playing, we will be asking them to share sounds with the class and contribute to whole class and/or group work to show off what they can play.

By the end of the unit, we hope all pupils will be able to identify a style indicator of Classical music and to understand what a composer is. Pupils will also listen to music by Prokofiev, who is a classical composer, and identify what it means to graphically notate or use notes in music.



At home you can

Listen to some Prokofiev, these are some questions that could be asked: Have you heard it before? How does the song sound? What are the name of the instruments? Does the music tell a story? Link is below.

Here is a video with an introduction to classical music. This gives information about what makes music part of the classical genre. This also includes the song of Symphony no 5 by Beethoven which is a great introduction to classical music.

Watch the BBC iplayer programme showing how classical music can tell a story in a live show.

Useful websites



[Prokofiev: Romeo and Juliet, No 13 Dance of the Knights](#)



[Introduction to Classical Music](#)



[Cbeebies Prom: Off to the Moon](#)

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RE

Keywords

curious
curiosity
knowledge
scripture
Mezuzah box

honest
Honesty
trustworthy
truthful
successor

Moses
Jesus

In school we will be learning

This term we will be looking at the disposition 'Being curious and valuing knowledge' and 'Being open, honest and truthful'.

Being curious and valuing knowledge.

The children will look at how people learn about God and the world around them through their individual religions. They will look closely at how Jews remember God through their actions and a special scripture which is kept at the front of the house. The children will also explore how Jesus, as a young boy, showed curiosity and asked many questions about God.

Being open, honest and truthful.

The children will explore why telling the truth is important and discuss why people sometimes choose to lie rather than tell the truth. They will learn this through the story of Joseph and his 12 brothers. They will also look at the story of King Mahendra's successor from the Hindu tradition where people lied to the king to become his successor. The children will also look at the story of Moses as a baby and how his mother was not open, honest and truthful when it came to looking after her son.



At home you can

- Learn about the Mezuzah scriptures.
- Make a fact file about your favourite item. Explore and develop your knowledge on this item.
- Learn about the story of Moses as a baby.
- Talk about always telling the truth, regardless of how scared you might be to tell the truth.

Useful websites



The story of Moses.



Joseph and his 12 brothers

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Keywords

Look after
Care
Kind
One another
Responsibility
Responsibilities

Responsible
Irresponsible
Wildlife
Basic needs
World
Earth

Environment
Pets

In school we will be learning

This half term in PSHE, we will be looking at the topic 'How we can look after each other and the world?'

The children will be learning how kind and unkind behaviour can affect others. They will explore how to be polite and courteous to their friends and people they meet and how to play and work co-operatively. Alongside this the children will also discuss the responsibilities they have in and out of the classroom.

The children will learn how people and animals need to be cared for. This will include looking at what can harm the local and global environment can cause and how they and others can help care for it.

The children will also be discussing their transition into Year 2. They will look at how to manage change when moving to a new class and year group.



At home you can

- Talk to your child about being kind to others. Talk about how they would feel if they were not treated kindly. Discuss with your child the different kind of behaviours that can affect people.
- Discuss how to care for a pet/animal. If you have a pet, think about everything that needs to be considered when caring for your pet. Making sure your pet is fed, clean, been outside, etc.
- Talk to your child about their feeling about moving to Year 2. Do they have any worries or concerns, what are they excited about? Write down your ideas and discuss with the class teacher.

Useful websites



10 ways to care for the environment



Be Kind by Pat Zietlow Miller

PE

Keywords

Shape
Sequence
Control
Direction
safety

Travel
balance
Jump
Land
roll

In school we will be learning

Gymnastics

The children will explore basic movement patterns and begin to develop body control, coordination and balance. They will learn how to travel, balance and perform simple shapes and jumps, both on the floor and using apparatus. The focus will be on building confidence, understanding how to move safely and linking movements together in simple sequences.

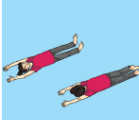
tuck jump



pencil jump



pencil roll



forward roll



running



leaping



At home you can

- Try balancing on: one foot, two hands and one foot, different body parts.
- Move around the room like: a bear, a crab, a frog, a snake.
- Create a mini sequence by putting together 3 moves.

Useful websites



[Into the Wild- Virtual Lesson](#)



[Gymnastics - KS1 - Week 1 - Travelling](#)

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