

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 1

Summer 1

writing

Keywords

adjective
non - fiction
letter
setting
description

fiction
verbs
exclamation mark
question mark
pronoun

address
greeting
subheading
heading
image

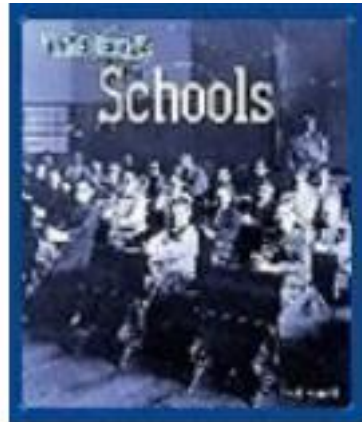
caption
facts
factual information

In school we will be learning

This term, the children will be looking at the non-fiction text 'Schools' to write a narrative focusing on a familiar setting. They will be using adjectives to describe how characters are feeling as well as using adjectives to describe a setting.

The children will also write a letter following the basic structure of a letter. This will include an address, a greeting and paragraphs. They will begin to use some compound sentences as well as using question marks and exclamation marks in their writing.

Linking their learning to History, the children will also write a fact file about what a school day was like in the Victorian era. They will follow the basic features of a fact file as well including pronouns and different types of punctuation. Children will be able to include a heading, introduction, subheadings, facts and captions.



At home you can

- Write a letter to a friend/ family member about their school day
- Choose a favourite character and write a story about an adventure they went on.
- Choose a [setting](#) and describe it.
- [Handwriting practice](#).

Useful websites



[What are verbs? Definitions and examples - BBC Bitesize](#)



[What are adjectives? - BBC Bitesize](#)

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reading

Keywords

punctuation
question mark
exclamation mark
self-correct
pace

tracking
digraph
alternative grapheme
segment
blend

inference
prediction
retrieve
key words

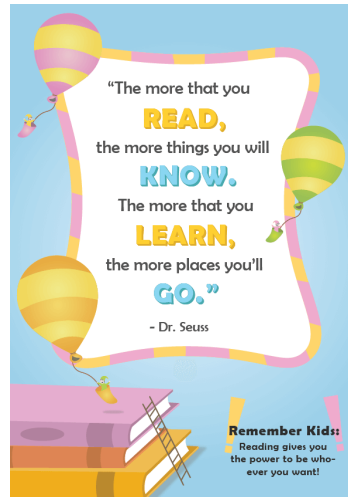
In school we will be learning

If your child reads a Phase 6 levelled book, they will be looking at reading different types of punctuation; question marks and exclamation marks. They will also encounter alternative graphemes in their reading. They will be able to identify them and respond with the correct sound. 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 split digraphs. They will also look at reading behaviours; self-correcting, tracking with their finger and reading at the correct pace.

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 panner, 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
- Practice reading the Year 1 harder to read and spell words

Useful websites



[Practice blending](#)



[Year 1 HRS Words](#)



[ELS Phase 5 Sound Mat](#)

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Maths

Keywords

one more
one less
partition
part whole model
arrays

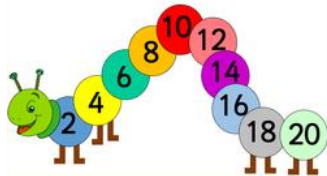
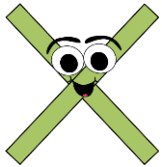
multiplication
pair
equal
'ty' numbers
compare

doubles
sharing
grouping
tens
ones

In school we will be learning

This term the children will be building on their prior knowledge of number and place value within 50 to 100. Children will be using a hundred square to count forwards and backwards. They will be able to count on / back from any given number. Children will be able to identify which number is one more/ less. In place value, children will revisit partitioning into tens and ones using dienes and the part whole model to represent this. They will be able to compare numbers with the same number of tens and any two given numbers.

Children will be introduced to multiplication this term, as they will begin to count on and back in 2's, 5's and 10's. Children will be using the 100 square to identify these numbers as well pictorial and concrete representations. They will also use cubes and counters to create and add equal groups and use pictorial representations to make arrays.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

At home you can

- Practice counting to 100 using a hundred square.
- Write numbers in numerals and figures
- Count in 2s using pairs of socks, shoes
- Draw the amount of tens and ones in a number

Useful websites



[Place Value Dienes](#)



[Times Tables](#)



[Count on and back](#)

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Keywords

plants
garden
wild
seasons
winter

spring
seeds
bulbs
trees
fruit

root
stem
flower
leaf
Seeds

bark
dormant
herbivore

In school we will be learning

Plant Parts

In this science project, children revisit learning about plants as living things and recognise the difference between garden and wild plants. They revisit seasonal changes in plants from earlier in the year and observe and identify changes over time from winter to spring. They identify and classify wild plants and choose one to study for the project's duration. They learn plant parts and differences between plants, demonstrating their learning by drawing labelled diagrams.

Children learn about how seeds and bulbs grow new plants. They identify and classify seeds and bulbs, sorting and grouping them and looking for patterns between the groups. They learn the parts of leaves and conduct a simple test to compare leaves. Children identify how their studied plant produces offspring and the features of their leaves. Children ask questions about the importance of plants for animals, including shelter, food and a source of natural materials, using research to answer their questions. They revisit their plants for the final time and observe how it has changed over time.

The focus at the end of this project is reporting and concluding, with children collecting evidence about a chosen tree to make a correct identification.



At home you can

- Learn about the [different seasons](#).
- Learn more about [plants](#).
- Plant seasonal seeds at home in a pot and watch it grow.

Useful websites



different seasons



learning about plants

Humanities History

Keywords

school	present	arithmetic	playground
same	now	needlework	education
different	then	leisure	era
change	Victorian	Dunce hat	future
past	significant	woodwork	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 map of your own classroom compared to that of a Victorian classroom.
- Research about schools now and then using the links below.
- Draw a picture of Heathfield School – and write a letter to a Victorian child – telling them all about your school.
- Design a new logo for Heathfield school.
- Make a toy timeline – from Victorian times to modern day (now).
- Write a set of instructions for how to play a playground game (from now or then – Victorian).

Useful websites



[School - BBC Bitesize](#)



[Victorian toys and games](#)



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

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computing

Keywords

word processor	numbers	toolbar	select	compare
keyboard	space	bold	font	typing
keys	backspace	italic	undo	writing
letters	text cursor	underline	redo	
type	capital letters	mouse	format	

In school we will be learning

Creating media – Digital writing

The children will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. The children will also consider how to change the look of their text and will be able to justify their reasoning in making these changes. Finally, they will consider the differences between using a computer to create text and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.

In the first few lessons, the children will familiarise themselves with a word processor and think about how they might use this application in the future. The learners will also identify and find keys, before adding text to their page by pressing keys on a keyboard.



At home you can

- **Typing Games:** Introduce fun typing games or apps tailored to children's learning levels. Games like "Type Racer" or "Typing Club" can help improve typing speed and accuracy while making it enjoyable.
- **Text Formatting:** Encourage your child to experiment with different text formatting options such as font styles, sizes, colours, and alignment. They can create simple documents using word processing software like Microsoft Word or Google Docs.

Useful websites



[know your computer keyboard](#)



[Microsoft Word basics for kids](#)

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art

Keywords

James Rizzi
Sunita Khedekar
Kev Munday
Pop Art
Naïve Art

relief sculpture
3D
2D
blocks
colour

buildings
murals
layering

In school we will be learning

Street View

This project teaches children about artwork depicting streets and buildings. It will focus on the work of the artists, James Rizzi, Sunita Khedekar and Kev Munday who create street / building scenes. We They create a 3-D mural based on their work.

All the artists work in a variety of mediums but we will be looking at 3D relief (sculpture) and painting. All the artists are part of the Pop or Naïve Art movement. Both have the common thread of blocks of colour and normally simplistic shapes. We will be looking at the tall buildings and people in their pictures. We will be looking closely at how Rizzi used foam blocks to make parts of his work stand out. All the artists are inspired by everyday life in New York where he lived. We will take inspiration from the streets of Handsworth to inspire our artwork.

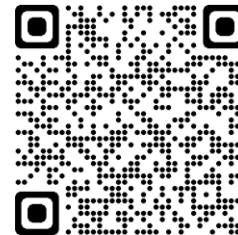
We will learn about how to compare street views in famous painting and to the streets around our school. We will also learn to do thumbnail sketches, use the cardboard layering technique and about murals.



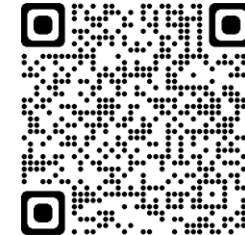
At home you can

- Learn about [Pop Art](#).
- Experiment with making your own [collage landscape](#) including buildings at home.
- Make a [paper sculpture](#) to help you learn how to make objects stick out from the page which will help when making your art this half term.

Useful websites



paper sculptures



collage landscapes



Pop Art

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Music

Keywords

imagination
pop
Pete Readman
percussion instruments
triangle

drum
maraca cymbals
xylophone
claves
cowbell

shakers
pulse
rhythm
rap
pitch

improvise
compose

In school we will be learning

During this half term pupils will listening and using the song “Your Imagination”. We will be asking pupils to recognise the different instruments that are used in the make of the song.

Pupils will continue to play glockenspiels. We will be looking for pupils to use 1 or 2 notes; C or C & G to play along with the song.

Once pupils are able to play along with the song we will ask them to improvise with claps, and voice using notes C, D. We want pupils to show good timing and being able to play notes with the beat of the music and make sure these notes fit in with the music and start showing musicality. After this we will be looking for year 1 pupils to compose a simple melody using simple rhythms choosing from the notes C & D or C, D & E.

During the half term, we want pupils to say what a style indicator is and think about what make a “pop” song a pop song.

We want pupils to begin to name some bands and singers of the pop genre and to begin to identify a style indicator of Pop.

Over the half term pupils will sing a range of simple songs from memory and know what the songs are about. Hopefully, year 1 will be able to confidently sing or rap five songs from memory and sing them in unison.

At home you can

- When listening to music can pupils name the instruments that can be heard? I have included a link to a guess the instrument quiz. Using this video quiz will also expand pupils knowledge of instrument names.
- Since in school we are asking pupils to sing pop songs I have included a link to a great pop song for children that year 1 pupils could sing along with.
- To get pupils accustomed to pop music there is a pop music medley that pupils could be used to discuss what makes up pop song including danceable tempo, easy to remember lyrics.

Useful websites



[Guess the instrument quiz.](#)



[Imagination - The Singing Lizard \(Song for Children\)](#)



[Trolls World Tour | The Ultimate Pop Medley!](#)

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RE

Keywords

roots
hopeful
remembering
visionary
Sikh

Baisakhi / Vaisakhi
Ramadan
Muslims
Qur'an
Prophet Muhammad

Qur'an
Eid ul Fitr
Islam
Hajj
rituals

In school we will be learning

This half term we will be looking at the dispositions of 'Remembering Roots' and 'Being Hopeful and Visionary'.

Remembering Roots

We look at the Sikh festival of Baisakhi and how Sikh's remember things that have happened in the past before we think about how we mark the remembrance of things that have happened in the past e.g. birthdays. We then look at and discuss Ramadan and what Muslims remember how the Qur'an was revealed to the Prophet Mohammad. We will also find out about explore the origins of the celebration of Eid ul Fitr.

Being Hopeful and Visionary

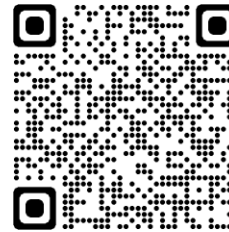
We look at what we would like the world be to be like if we were in charge. We examine what followers of Islam are hopeful of. As a class, we think about the reasons behind the pilgrimage to Hajj and the rituals that take place.



At home you can

- Learn about [Baisakhi / Vaisakhi](#).
- Learn about [celebrating](#) Eid ul Fitr.
- Learn about [Hajj](#).

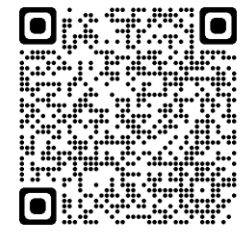
Useful websites



Baisakhi / Vaisakhi



celebrating Eid ul Fitr



Hajj

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PSHE

Keywords

personal
adult
unsafe
community
safety

worry

In school we will be learning

This half term in PSHE we will be looking at the topic "Who helps to keep us safe?"

The children will be learning more about the people in our communities that help keep us safe. They will be discussing various scenarios, showing them the different ways in which these people help others and in what types of situations

They will be learning strategies to help them respond quickly and safely around adults that they do not know. This will include familiarising them with "the pants rule"

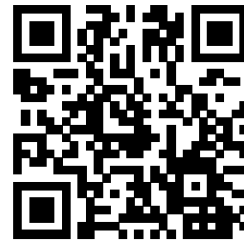
They will also discuss situations where they might simply feel worried or at risk of being unsafe and who they can go to for help.



At home you can

- Talk to your children about the various ways that you keep them safe at home and in your community.
- Teach your child the rules of the road when biking or walking, including looking both ways before crossing the street, wearing helmets, and using designated crosswalks.
- Make sure your child knows important contact information, including their full name, address, and phone number, as well as how to reach trusted adults in case of an emergency.

Useful websites



[health in the community](#)



[tips for crossing the road](#)

Happy hardworking courageous kind



PE

Keywords

defender
dribbling
points
attacker
score

partner
far
hop
aim
bend

improve
travel

In school we will be learning

Invasion

Next term, the children will develop their understanding of movement, teamwork and strategy in games. They will learn how to move towards a goal effectively while supporting teammates in possession. Emphasis will be placed on finding and using space while being aware of defenders. Defending skills will also be introduced, helping children stay with their opponents and understand the roles of both defenders and attackers. Additionally, they will explore decision-making when passing, learning who to pass to and why when playing against defenders. These skills will help them build confidence, improve their game awareness and work collaboratively in team situations.

Athletics

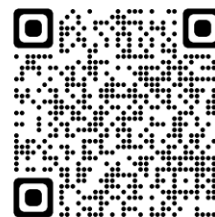
The children will focus on developing their fundamental movement skills through a range of activities. They will learn to move at different speeds over varying distances, improving their control and endurance. Balance, agility and coordination will be key areas of development, helping them become more confident in their movements. The children will also explore different jumping techniques, including hopping, jumping and leaping for distance. In addition, they will work on their throwing skills, aiming to improve both distance and accuracy. These activities will support their overall physical development and prepare them for a variety of sports and games.

At home you can

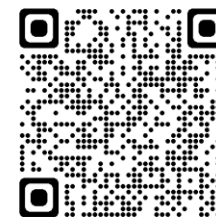
- Play ball [games](#) at home.
- Practising [throwing and catching small objects](#).
- Practice at the park or at home [running](#) for speed.



Useful websites



ball games



throwing and catching



running

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