

Heathfield PRIMARY SCHOOL



CURRICULUM BOOKLET

YEAR 1

SUMMER 1

WRITING

KEYWORDS

adjective
non-fiction
letter
setting
description
fiction

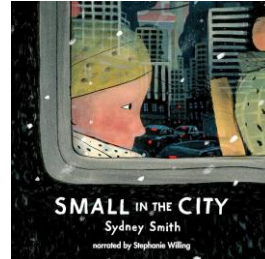
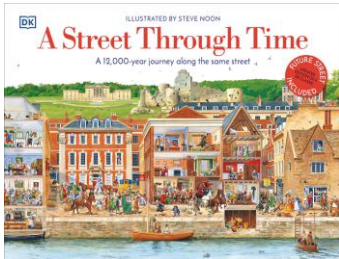
verbs
exclamation mark
question mark
pronoun
address
greeting

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, 'A Street through Time' to write a fact file. They will be using simple pronouns to describe what you can see, and they will be continuing to focus on using the appropriate punctuation in their writing.

The children will also write a narrative based on the story 'Small in the City'. They will continue to implement pronouns in their writing as well as including full stops, question marks and exclamation marks. The children will also be using adjectives to support their writing.



AT HOME YOU CAN

- To write a fact file about the area that you live in, focusing on what is there.
- Choose a favourite character and write a story about an adventure they went on.
- Choose a [setting](#) and describe it.
- [Handwriting practice](#).

USEFUL WEBSITES



[How to use an exclamation mark - BBC Bitesize](#)



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

HAPPY HARDWORKING COURAGEOUS KIND

H

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

USEFUL WEBSITES



[Practice blending](#)



[Year 1 HRS Words](#)



[ELS Phase 5 Sound Mat](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

MATHS

KEYWORDS

one more
one less
partition
part whole model
arrays

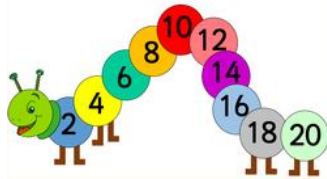
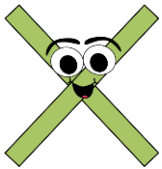
multiplication
pair
equal
'ty' numbers
compare

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](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

SCIENCE

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.

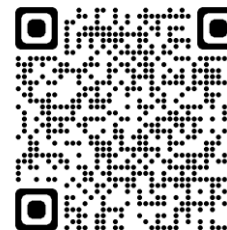
AT HOME YOU CAN

- 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

HAPPY HARDWORKING COURAGEOUS KIND



HUMANITIES HISTORY

KEYWORDS

History
Past
Present
Local area

Timeline
Chronological
Generation
Memories

Source
Change
Transport
Migration

Religion

IN SCHOOL WE WILL BE LEARNING

This term, Year 1 will be exploring the fascinating history of our own local area. We will be focusing on helping children to understand how our has changed over time.

We will be stepping back in time to discover how our community has evolved and our goal is to help children become history detectives by looking at clues from the past and comparing them to how we live today.

The children will be talking to family members to hear stories about where they lived when they where younger and we will be looking at photographs of local shops, houses and places of worship.

We will be looking at how transport has changed over time and how the community has changed to what it is today.



AT HOME YOU CAN

- To look at different buildings when you are travelling somewhere and discuss whether you think the building is old or new and why.
- Talk to your child at home about what it was like to live in your local area when you were young and how it has changed over time.
- Encourage your children to talk to their grandparents about what life was like when they were younger.
- When you are out and about, encourage your child to spot transport and talk about how people moved around before buses and cars where invented.
- Show your child photographs from when you where younger and discuss how life was.

USEFUL WEBSITES



[Birmingham 1950s](#)



[How has transport on land changed? - BBC Bitesize](#)

HAPPY HARDWORKING COURAGEOUS KIND



D & T

KEYWORDS

Fruit
Vegetables
Pith
Core
Seed
Pip
Stone

Peel
Skin
Peeling
Slicing
Cutting
Squeezing
Juicing

Texture
Taste
Appearance
Portion
Design
Evaluate

IN SCHOOL WE WILL BE LEARNING

This term, the children will learn about healthy eating while developing their practical kitchen skills. We will start by exploring what a healthy diet looks like through identifying different types of fruits and learn how and where they grow.

The children will have the opportunity to taste a variety of fruits, describing their textures and flavours using new vocabulary such as tangy and crunchy. We will also be learning about the 5 a day rule and what counts as a healthy portion size.

We will be moving on to developing an understanding of safety and hygiene when preparing and making food. The children will explore the importance of hand washing and recognising how to handle tools to peel, slice and juice.

Finally, the children will be planning what to put in their own fruit salad, choosing three different fruits and thinking about how to make them look appealing. They will then evaluate their fruit salad, discussing what they are proud of and what they might change next time.



AT HOME YOU CAN

- To support children in developing their cutting skills by getting them involved in preparing meals.
- When preparing food at home, talk to children about what parts of the food you can and can't eat.
- When out doing the food shopping, talk to the children about the labels on the food by comparing if they are part of your 5-a-day.
- Encourage children to try new fruits and vegetables at home.

USEFUL WEBSITES



[What is healthy eating? - KS1 - BBC Bitesize](#)



[School and healthy eating](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

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](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

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!](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

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.



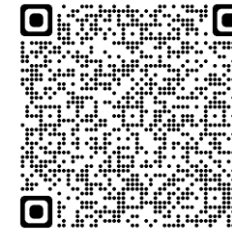
AT HOME YOU CAN

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

USEFUL WEBSITES



Baisakhi / Vaisakhi



celebrating Eid ul Fitr



Hajj

HAPPY HARDWORKING COURAGEOUS KIND



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

Direction
Speed
Run
Fast
Quick
Space

Go
Stop
partner
far
improve
travel

IN SCHOOL WE WILL BE LEARNING

Locomotion- running

This term we will be exploring running using different body parts and different techniques. The children will begin to understand how to run efficiently and be able to navigate within their own space.

The children will be exploring running in different ways through changing direction, changing speed and using different parts of their feet to move. They will be able to explore these skills by engaging in various activities such as Sticky Glue, Mud Monsters and Traffic Lights.

Towards the end of term, the children will have the chance to engage in a team competition where they are able to play against each other by racing on a track. They will also be working towards engaging in other athletic activities such as the relay race and a game called Abroad the Bus.



AT HOME YOU CAN

- Practice changing direction when running.
- Practising throwing and catching a ball.
- Practice at the park or at home [running](#) for speed.



USEFUL WEBSITES



running



[Scotland - Physical Education - Activities](#)

HAPPY HARDWORKING COURAGEOUS KIND

