

Heathfield PRIMARY SCHOOL



CURRICULUM BOOKLET

YEAR 1

SUMMER 2

WRITING

KEYWORDS

people
Lozells
repetitive structure
punctuation
adjectives
verbs

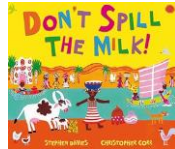
recount
Sequence words
viewpoints
narrative
beginning
middle
end

IN SCHOOL WE WILL BE LEARNING

This term, the children will begin with focusing on writing their own poem that is linked to the city. They will be writing 'list poems' with repetitive structures to describe their environment. The children will have the opportunity to use adjectives and verbs to bring the Lozells area to life.

We will then move on to recount; this is where the children will be able to write about their trip to Hatton Country World. They will have the opportunity to use time words such as next, then, and first to tell a clear story.

Finally, the end of term will focus on going back to writing a narrative on the book 'Don't spill the milk!' The children will use a clear structure by including a beginning, middle and end and they will be using verbs and adjectives to describe both the setting and how the characters are feeling.



AT HOME YOU CAN

- Spot the adjectives- when walking around the local areas, ask your child to describe what they see using words such as 'busy, tall, colourful'.
- Talk about the day- encourage your child to use time words when telling you about their day. For example, "First I had lunch, then I played football."
- Read Together- Look for the focus books in the library to build familiarity with the characters and the settings.

USEFUL WEBSITES



[Karate Cats English - KS1 game - BBC Bitesize](#)



[Adjectives - BBC Bitesize](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

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 6/7 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.

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

HAPPY HARDWORKING COURAGEOUS KIND

H

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

As we move into the final stages of the Year 1 curriculum, our focus shifts toward consolidating our number knowledge and applying it to everyday measurement. The children are becoming number experts by exploring larger numbers up to 100. We will be doing this through counting forwards and backwards to 100, recognising the value of tens and ones in a two-digit number, using the number lines to locate where a number sits.

We will be introducing the concept of currency and the value of different coins and notes through identifying all the British coins and notes. We are also beginning to compare different values and find simple totals.

Finally, we will be ending the term with understanding the passing of time and learning how to read a clock. The children will have the opportunity to sequence events and telling the time to the hour and half-hour.



AT HOME YOU CAN

- Number- Practice counting everyday in groups of 10. Encourage children to discuss how many tens and ones are in each number.
- Money- Let your child handle physical change. Ask them to help you pick out the correct coins to pay for a small item or play shop at home to practice exchanging money for goods.
- Time- Use an analogue clock to point out when it is 'o'clock' or 'half-past'. Talk about your daily routine and what time events happen.

USEFUL WEBSITES



[Clocks singing about the time - BBC Bitesize](#)



[Space Shoppers: Money Funfair - KS1 Maths game - BBC Bitesize](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

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 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.

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

HAPPY HARDWORKING COURAGEOUS KIND

H

HUMANITIES

KEYWORDS

Map
Features
Compass
Route
Key
Explore

Houses
Roads
Bridges
Canals
Mountains
Seas

Rivers
Forest
Woodland
Field trip
Photograph
Walk

Landmarks
Shops
Environment
local

IN SCHOOL WE WILL BE LEARNING

This term, our Year 1 explorers are learning about the local community. We will be looking at the world like geographers, identifying the difference between the natural world and the things humans have built.

We will be learning to spot the difference between physical features, such as nature, rivers and forests, and human features such as houses, shops and roads.

The children will be going on a local walk to take digital photographs. They will use these photos to describe and discuss what makes our local area unique.

The children will develop their skills in using a compass and using positional language to describe a familiar route, such as walking to school or the local mosque.

By the end of the term, the children will be creating their own simple maps. They will learn how to use symbols and a key to show where different landmarks are located.

AT HOME YOU CAN

- Go on a feature hunt to the park or the shops, talk to the children about what direction you are going to get there. Use language such as 'left, right'. Also discuss if the features are human or physical.
- Encourage your child to draw a map of their bedroom or your garden, use simple symbols for their bed, a tree or a door.

USEFUL WEBSITES



[What are human and physical features in geography? - BBC Bitesize](#)



[Google Maps](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

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

- 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.
- 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)

HAPPY HARDWORKING COURAGEOUS KIND

H

ART

KEYWORDS

Aboriginal art
Symbol
Pattern
Round
Paintbrush

Thick
Thin
Loading
Reloading
Brushstrokes

Primary colour
Secondary
Colour

IN SCHOOL WE WILL BE LEARNING

This term, our Year 1 pupils will be embarking on an exciting creative journey called Mary Brumby: Aboriginal Art. This unit blends history, culture, and practical art school, allowing the children to explore the rich traditions of Australian art while developing their painting skills.

The children will study specific work of artist Mary Brumby, looking at how symbols are used to tell stories and communicate ideas. Children will explore how traditional art uses natural colours, like reds, yellows and browns and how patterns and animals serve as central subjects.

The children will be using brush control to make different thick and thin brushes and understand how to use a found paintbrush effectively. They will also develop techniques such as controlled brushstrokes and learn the proper way to load and clean a brush.

The unit will finish with the children creating their own Aboriginal-inspired final masterpiece. They will share their work with their peers, learning how to talk about their own creative choices and give feedback to others.

AT HOME YOU CAN

- Nature walks- go on a nature walk where you look at the different colours in the environment. Look for earth tones like red, brown and yellows.
- Instead of using brushes, try painting with things found outside such as leaves, twigs and feathers. Discuss with your child about what marks they are making.

USEFUL WEBSITES



[Mary Brumby - APY Gallery](#)



[Mary Brumby, Untitled, 2016 | Rebecca Hossack Art Gallery](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

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 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.

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.

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](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

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

HAPPY HARDWORKING COURAGEOUS KIND

H

PSHE

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.
- 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

HAPPY HARDWORKING COURAGEOUS KIND



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.

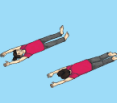
tuck jump



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](#)

HAPPY HARDWORKING COURAGEOUS KIND

