

**Art and Design**  
**Art: Printing**  
Use polystyrene tiles to make a block print to create a repeating pattern

**Geography**  
United Kingdom:  
Weather patterns and Seasons  
Hills and Valleys  
Farms

**History**  
Consolidation of children's chronological understanding through other subject areas

**Literacy**  
Writing descriptions and stories inspired by Six Dinner Sid and The Tiger Who Came To Tea.  
Writing a letter of invitation to a tea party. Writing reports about animals we would invite to tea.  
Discussing what we are reading and taking it in turns to share ideas and listen.

**Year 1: Summer**  
**Which animal would you invite to tea?**

**PSHE**  
To know some things that keep our bodies healthy.  
To identify what I am good at.  
To use basic personal hygiene routines.  
To know the correct names for the main body parts (male and female).

**Music**  
Begin to identify rhythms in music. Match rhythms with spoken words and phrases.

**Computing**  
Create a non-digital satellite navigation system.

**Maths**  
Length, mass and capacity  
Position and direction  
Time to the hour and half past the hour

**Science**  
Observe and describe changes associated with the changing of seasons, including weather patterns and vegetation/trees  
Native plants with a focus on their structure and functions

# Year 1 Summer: Which animal would you invite to tea?

## Literacy

### Writing

#### Transcription

- ✓ Join words and clauses using 'and' and 'but'.
- ✓ Securely use capital letters for names, place names and days of the week and the personal pronoun 'I'.
- ✓ Write simple opening or closing phrases
- ✓ Continue to sequence sentences to form short narratives.
- ✓ Use appropriate word choices to convey information or ideas.
- ✓ Securely know letters of the alphabet.
- ✓ Write from memory simple dictated sentences using the BPCs and common exception words.

#### Composition

- ✓ Compose a sentence orally before writing.
- ✓ Read writing aloud audibly and clearly.
- ✓ Discuss what they have written with the teacher and other pupils.
- ✓ Re-read what they have written to check it makes sense.
- ✓ Use simple words, phrase and clauses in sentence-like structures to communicate meaning.
- ✓ Write simple sentences.

### Grammar

- ✓ Be able to identify, know and use:
  - ✓ Use capital letters and full stops.
  - ✓ Use exclamation marks.
  - ✓ Start to use question marks
- ✓ Join sentences with "and" & "but"
- ✓ Identify nouns and adjectives and use them.
- ✓ Create plural nouns
- ✓ Using the prefix "un" and knowing how it changes verbs and adjectives.
- ✓ Add suffixes to verb where the root spelling doesn't change: e.g. **helping, helped**
- ✓ Spell the days of the week.
- ✓ Spell common exception words.

### Reading

- ✓ Be familiar with and retell stories and traditional tales and comment on their particular characteristics.
- ✓ Make predictions on reading linking to what has been read so far.
- ✓ Discuss word meanings and link new meanings to those already known.
- ✓ Read aloud with pace and expression appropriate to grammar
- ✓ Read common suffixes.
- ✓ Listen to and discuss a wide range of stories and non-fiction.
- ✓ Correct inaccurate reading by checking for sense
- ✓ Explain clearly understanding of what is read to them
- ✓ Link what they read or hear read to their own experiences
- ✓ Recognising and joining in with predictable phrases
- ✓ Make inferences based on what has been said or done.
- ✓ Participate in discussion about what is read to them, taking turns and listening to what others say.
- ✓ Listen to and discuss poems.

**Key vocabulary:** prefix, prediction, inference, features of tales, expression, fiction and non-fiction.

## Mathematics

### Geometry and Measure

- ✓ Use the comparative vocabulary of **length, mass, capacity and time**
- ✓ Describe position and direction of movement: **whole, quarter, half, three quarters, left, right**
- ✓ Tell the time to the **hour, and half past the hour**, using an analogue clock
- ✓ Sequence events in chronological order

### Essential Knowledge

- ✓ Know number bonds to 20; addition and subtraction facts
- ✓ Apply Knowledge of the days of the week
- ✓ Apply knowledge of the meaning of **'weeks', 'months', and 'year'**

**Key Vocabulary:** length, mass, capacity, time, whole, quarter, half, three-quarter, Days of the week, Months of the year, morning, afternoon, midday, midnight

<b>Story of 2</b> $0 + 2 = 2$ $1 + 1 = 2$ $2 + 0 = 2$	<b>Story of 3</b> $0 + 3 = 3$ $1 + 2 = 3$ $2 + 1 = 3$ $3 + 0 = 3$	<b>Story of 4</b> $0 + 4 = 4$ $1 + 3 = 4$ $2 + 2 = 4$ $3 + 1 = 4$ $4 + 0 = 4$	<b>Story of 5</b> $0 + 5 = 5$ $1 + 4 = 5$ $2 + 3 = 5$ $3 + 2 = 5$ $4 + 1 = 5$ $5 + 0 = 5$	<b>Story of 6</b> $0 + 6 = 6$ $1 + 5 = 6$ $2 + 4 = 6$ $3 + 3 = 6$ $4 + 2 = 6$ $5 + 1 = 6$ $6 + 0 = 6$
<b>Story of 7</b> $0 + 7 = 7$ $1 + 6 = 7$ $2 + 5 = 7$ $3 + 4 = 7$ $4 + 3 = 7$ $5 + 2 = 7$ $6 + 1 = 7$ $7 + 0 = 7$	<b>Story of 8</b> $0 + 8 = 8$ $1 + 7 = 8$ $2 + 6 = 8$ $3 + 5 = 8$ $4 + 4 = 8$ $5 + 3 = 8$ $6 + 2 = 8$ $7 + 1 = 8$ $8 + 0 = 8$	<b>Story of 9</b> $0 + 9 = 9$ $1 + 8 = 9$ $2 + 7 = 9$ $3 + 6 = 9$ $4 + 5 = 9$ $5 + 4 = 9$ $6 + 3 = 9$ $7 + 2 = 9$ $8 + 1 = 9$ $9 + 0 = 9$	<b>Story of 10</b> $0 + 10 = 10$ $1 + 9 = 10$ $2 + 8 = 10$ $3 + 7 = 10$ $4 + 6 = 10$ $5 + 5 = 10$ $6 + 4 = 10$ $7 + 3 = 10$ $8 + 2 = 10$ $9 + 1 = 10$ $10 + 0 = 10$	

$0 + 20 = 20$	$20 + 0 = 20$	$20 - 0 = 20$	$20 - 20 = 0$
$1 + 19 = 20$	$19 + 1 = 20$	$20 - 1 = 19$	$20 - 19 = 1$
$2 + 18 = 20$	$18 + 2 = 20$	$20 - 2 = 18$	$20 - 18 = 2$
$3 + 17 = 20$	$17 + 3 = 20$	$20 - 3 = 17$	$20 - 17 = 3$
$4 + 16 = 20$	$16 + 4 = 20$	$20 - 4 = 16$	$20 - 16 = 4$
$5 + 15 = 20$	$15 + 5 = 20$	$20 - 5 = 15$	$20 - 15 = 5$
$6 + 14 = 20$	$14 + 6 = 20$	$20 - 6 = 14$	$20 - 14 = 6$
$7 + 13 = 20$	$13 + 7 = 20$	$20 - 7 = 13$	$20 - 13 = 7$
$8 + 12 = 20$	$12 + 8 = 20$	$20 - 8 = 12$	$20 - 12 = 8$
$9 + 11 = 20$	$11 + 9 = 20$	$20 - 9 = 11$	$20 - 11 = 9$
$10 + 10 = 20$		$20 - 10 = 10$	

## Year 1 Summer: Which animal would you invite to tea?

<p><b>Geography</b> <u>Human and Physical</u></p> <ul style="list-style-type: none"> <li>✓ identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world</li> <li>✓ Use basic geographical vocabulary to refer to physical features of the U.K</li> </ul> <p><b>Key physical vocabulary:</b> hill, valley, season, weather <b>Key human vocabulary:</b> farm, house</p>	<p><b>Science</b> <u>Animals, including humans</u> <u>Build upon Knowledge acquired in Autumn:</u></p> <ul style="list-style-type: none"> <li>✓ Identify and name local/native wildlife in the surrounding area</li> <li>✓ Identify nocturnal and diurnal native animals</li> <li>✓ Explore the animals' different habitats</li> </ul> <p><b>Key vocabulary:</b> native, nocturnal, diurnal, mammals, fish, insects, birds, fox, rabbit, owl, mouse, hedgehog, habitat</p> <p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> <li>✓ Observe and describe the weather associated with the seasons</li> <li>✓ Record simple weather data by completing a weather diary</li> <li>✓ Observe and explain why the day length varies depending on the season</li> <li>✓ Observe and describe the changes to the landscape, including vegetation/trees across the seasons</li> </ul> <p><b>Key vocabulary:</b> seasons, spring, summer, autumn, winter, precipitation (rain, snow), clouds, wind, sunshine, temperature, climate, night, daylight hours</p> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>✓ Identify and name local/native wild and common garden flowers in the surrounding area</li> <li>✓ Identify, name and label the basic structure of a flowering plant and tree</li> <li>✓ Describe the basic function of each structural part of a flowering plant</li> <li>✓ Plant a seed to observe the process of germination</li> </ul> <p><b>Key vocabulary:</b> roots, stem, leaves, flower, petals, anchor, absorb, attract, seed, germinate</p>	<p><b>RE</b> <u>Judaism</u></p> <ul style="list-style-type: none"> <li>✓ Understand the importance of the exodus from Egypt and the 7 plagues</li> <li>✓ Understand the symbolism of the Seder Plate</li> </ul> <p><u>Buddhism</u></p> <ul style="list-style-type: none"> <li>✓ Learn about the 8 symbols</li> <li>✓ Understand their significance to Sikhs</li> </ul> <p><b>Key vocabulary:</b> Exodus, Egypt, plagues, lice, pestilence, locust, Seder Plate, Endless Knot, Treasure Vase, Lotus flower, two golden fish, parasol, conch shell, Dharma Wheel, Banner of Victory</p>
<p><b>History</b> <u>Chronology of events</u></p> <ul style="list-style-type: none"> <li>✓ Events beyond living memory that are significant nationally and/or globally</li> </ul> <p><b>Key vocabulary:</b> Chronology, time, sequence</p>	<p><b>Music</b> <u>Appreciation</u></p> <ul style="list-style-type: none"> <li>✓ Listen and respond to Saints Saens 'The Carnival of the Animals'.</li> </ul> <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> <li>✓ Learn to perform a simple song based on Charanga (Zootime)</li> </ul> <p><u>Play and Create</u></p> <ul style="list-style-type: none"> <li>✓ Using the structure of the Zootime song, improvise then compose own rhythms.</li> </ul> <p><b>Key vocabulary:</b> Pulse, rhythm</p>	<p><b>Art</b> <u>Media:</u> Printing <u>Appreciation:</u> Artist: William Morris</p> <ul style="list-style-type: none"> <li>✓ To be able to describe what techniques an artist has used</li> <li>✓ To explore some of the artist's techniques in my own work</li> </ul> <p><u>Skills:</u> Exploring and developing ideas: ✓ Make a clean print and print a repeated pattern Investigating and making art: ✓ Be able to choose materials to print own picture and explain reasons for their choices. Evaluating and developing art: ✓ To discuss how you feel about your art work</p> <p><b>Key vocabulary:</b> Print, block, pattern, polystyrene tile, repeat, colour, detail, in boss, symmetrical, colour, inspiration</p>
<p><b>Computing</b> <u>Digital Literacy – IT beyond school</u></p> <ul style="list-style-type: none"> <li>✓ Know what technology is commonly used for communication</li> <li>✓ Know common types of communication used with technology</li> </ul> <p><b>Key vocabulary:</b> Communication, technology, email, message, call, network</p>		<p><b>PSHE</b> <u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> <li>✓ Healthy lifestyle</li> <li>✓ Growing and changing</li> <li>✓ Keeping safe</li> </ul> <p><b>Key vocabulary:</b> achievements, choices, health, feelings, body parts (including correct biological names for external genitalia), privacy.</p>
<p><b>Outdoor Learning</b> <u>Research:</u></p> <ul style="list-style-type: none"> <li>✓ Research artists who use natural materials in their work</li> </ul> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>✓ Design the piece of work, deciding which things from the natural environment will be used</li> </ul> <p><u>Create/ Evaluate:</u></p> <ul style="list-style-type: none"> <li>✓ Create a seasonal collage using materials found in the natural environment</li> </ul> <p><b>Key vocabulary:</b> natural materials, leaves, sticks, seeds, artist, natural art, environment, garden, woods</p>		





# Which animal would you invite to tea?

## Science British Wild Animals

### Nocturnal



badger



barn owl



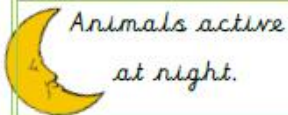
fox



hedgehog



rabbit



Animals active at night.

### Diurnal



adder



deer



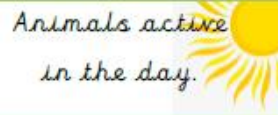
blackbird



duck



grey squirrel



Animals active in the day.

## PSHE Healthy Lifestyles and Choices

Carbohydrates

Fruits and Vegetables



Protein

Dairy

High in fats, sugars and salts

## Art William Morris

Victorian British Artist (1834-1896).

Designs patterns using animals and plants as inspiration.



## Key Vocabulary

Native (Science) — the natural place of birth or origin.

Rhythm (Music) — movement to a regular repetition of sound.

Pulse (Music) — a regular beat.

Physical feature (Geography) — natural formations or parts of the Earth's surface, e.g. hill, valley, season, weather.

Seasonal Changes (Science) — Changes in weather between seasons (Autumn, Winter, Spring and Summer).

Printing (Art) — to copy an image with paint or ink by making a mould and applying

Pattern (Art) — an arrangement of shapes, lines and colours that can be repeated.

Symmetrical (Art) — both sides are the same.

Inspiration (Art) — using an idea or influence in your work.

Healthy lifestyle (PSHE) — eat well and being active every day. Making healthy choices.