

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

**Art and Design**

**Art: Printing**

Make a block print to create a repeating pattern, inspired by William Morris.

**Geography**

United Kingdom:

Weather patterns and Seasons  
Geographical Features, including hills and valleys.

Farms

**History**

Consolidation of children's chronological understanding through other subject areas

**Literacy**

Writing descriptions and stories inspired by The Tiger who came to Tea and Six Dinner Sid.

Writing a letter to the Tiger asking him not to eat as much next time!  
Writing reports about animals we would invite to tea.

Discussing what we are reading and taking it in turns to share ideas and listen.

**PSHE**

To know some things that keep our bodies healthy.

To know how to keep myself safe.

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**

Learning to use and save files on a laptop.

**Maths**

Multiplication and Division

Fractions

Position and direction

Place value

Money and time

**Science**

Observe and describe the changing of seasons, including weather patterns and vegetation/trees.

Classifying animals.

Native plants with a focus on their structure and functions

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## Literacy

### Writing

- ✓ Spell words containing each of the 40+ phonemes taught.
- ✓ Spell common exception words.
- ✓ Spell the days of the week.
- ✓ Name the letters of the alphabet in order.
- ✓ Use letter names to distinguish between alternative spellings of the same sound.
- ✓ Apply simple spelling rules.
- ✓ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- ✓ Use understanding of prefixes to create adjectives. E.g. kind, unkind.
- ✓ Use understanding of suffixes to change verb tenses. Pass, passed, passing
- ✓ Joining words and clauses using 'and'.
- ✓ Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- ✓ Use and understand the appropriate grammatical terminology in discussions and writing.
- ✓ Use personal pronouns.
- ✓ Write for different purposes and explain the selected audience.
- ✓ Draft a sentence by saying it aloud before writing.
- ✓ Sequence sentences to form short narratives.
- ✓ Collect ideas by thinking aloud.
- ✓ Discuss and rehearse ideas/words from known texts to use in their own writing.
- ✓ Sit correctly at a table, holding a pencil comfortably and correctly.
- ✓ Understand which letters belong to which handwriting 'families' and to practise these. E.g. b, d, l
- ✓ Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- ✓ Form capital letters.
- ✓ Form digits 0-9.
- ✓ Leave spaces between words.
- ✓ Read aloud their writing clearly enough to be heard by their peers and the teacher.
- ✓ Finalise written pieces including taught handwriting objectives.
- ✓ Re-read what they have written to check that it makes sense.
- ✓ Discuss what they have written with the teacher or other pupils.

### 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

### Multiplication and Division

- ✓ Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers
- ✓ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

### Fractions

- ✓ recognise and name a half as one of two equal parts of an object, shape or quantity
- ✓ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

### Geometry

- ✓ describe position, direction and movement, including whole, half, quarter and three-quarter turns

### Place Value

- ✓ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- ✓ Count numbers to 100 in numerals; count in multiples of twos, fives and tens
- ✓ identify and represent numbers using objects and pictorial representations • read and write numbers to 100 in numerals
- ✓ read and write numbers from 1 to 20 in numerals and words
- ✓ given a number, identify one more and one less
- ✓ Count within 100, forwards and backwards, starting with any number

### Measurement

- ✓ time (hours, minutes, seconds)
- ✓ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- ✓ recognise and use language relating to dates, including days of the week, weeks, months and years
- ✓ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- ✓ recognise and know the value of different denominations of coins and notes

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<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 1:</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> mammals, fish, insects, birds, fox, rabbit, owl, red-kites, mouse, hedgehog, habitat, nocturnal, diurnal</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, evergreen, deciduous</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> Passover, Exodus, Egypt, plague, lice, locust, symbolism, Seder Plate, Endless Knot, Treasure Vase, Lotus flower, two golden fish, parasol, conch shell, Dharma Wheel, Banner of Victory, auspicious</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>Computing</b> <u>Information Technology – Digital content</u></p> <ul style="list-style-type: none"> <li>✓ Save digital content in a folder</li> <li>✓ Retrieve digital content from a folder</li> <li>✓ Add digital content to a document</li> <li>✓ Save digital content</li> </ul> <p><b>Key vocabulary:</b> Digital, Save, Folder, Drive, Retrieve, Document</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:  <ul style="list-style-type: none"> <li>✓ Make a clean print and print a repeated pattern</li> </ul>           Investigating and making art:  <ul style="list-style-type: none"> <li>✓ Be able to choose materials to print own picture and explain reasons for their choices.</li> </ul>           Evaluating and developing art:  <ul style="list-style-type: none"> <li>✓ To discuss how you feel about your art work</li> </ul> </p> <p><b>Key vocabulary:</b> Print, block, pattern, polystyrene tile, repeat, colour, detail, in boss, symmetrical, colour, inspiration</p>
<p><b>Music</b> <u>Appreciate</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> <li>✓ Perform songs at the Highwood Picnic.</li> </ul> <p><u>Play, Sing 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, reggae, electric guitar, keyboards, bass.</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/ piece of art 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>	<p><b>PSHE</b> <u>Keeping myself safe</u></p> <ul style="list-style-type: none"> <li>✓ Healthy lifestyles and Healthy Feelings</li> <li>✓ Medicines</li> </ul> <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> <li>✓ How have we changed?</li> <li>✓ Basic Needs</li> <li>✓ Secrets</li> </ul> <p><b>Key vocabulary:</b> achievements, choices, health, feelings, body parts (including correct biological names for external genitalia), privacy.</p>
<p><b>PE</b></p> <ul style="list-style-type: none"> <li>✓ Agility/Speed/Strength/Throwing/Fitness – Athletics</li> <li>✓ Catching/Throwing/Target/Striking/Strategy – Cricket</li> </ul>		



# 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.