



## Commonswood Nursery and Primary School

### Summer Term in Year 1

#### Dates to remember

**04.05.26:** Bank Holiday (school closed)

**08.05.26** Year 1 trip to Lea Valley

**22.05.26:** INSET Day (school closed)

**25.05.26 - 29.05.26:** Half Term

**W/C 08.06.2026** – Phonics screening week

**Week of 15.06.26:** WOW Writing Week.

**03.06.26** KS1 Sports Day

**09.07.26:** Transition Day

**23.07.26:** School closes for Summer 12:30pm

#### E-Safety Themes:

May: Self Image and Identity

June: Health, Wellbeing and Lifestyle

July: Online Bullying

#### Emotions of the term:

Surprise and

Fear

Our curriculum is carefully planned so that learning builds step-by-step over time. Each lesson connects to the previous one and prepares children for what they will learn next.

When a child misses school, it can interrupt this sequence of learning. Important explanations, practice and discussions may be missed, making it harder for children to fully understand new concepts when they return. Even short absences can mean gaps in knowledge, and these gaps can affect confidence, progress and independence in future lessons.

Regular attendance helps children follow the learning journey as it was designed. Being in school every day allows them to develop their knowledge, practise new skills and build on their understanding alongside their classmates

## English

We begin the term with the text 'Paddington's Post' with a focus on letter writing and then following that an instruction text titled 'How to trap a dragon'. We use this to adapt and to create our own set of instructions to catch another mysterious creature. After that, we spend time reading and adapting the text 'Stuck' - a funny fictional story.

After half term, we focus on poem writing using our senses. Following this, we create a persuasive text about why school is so important and finish the year by writing letters to our new teachers.



**Within our English lessons we have embedded oracy which includes:**

**Linguistic-** (Vocabulary, grammar and spoken structure)

**Physical-** (Voice, body language and non-verbal communication)

## Maths

We use our knowledge of counting in 2s, 5s and 10s to consolidate and then to use to understand multiplication and scaling. We use arrays to show what is happening when we multiply.

As always in Year 1, pictorial representation is key to showing 'how' we know.

Following that, we look at measurement using standard methods, time, fractions  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{1}{3}$  of a whole and link this to turns.

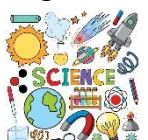


## Science

We look at the unit of 'Plants'. Again, through various scientific skills, we learn about the different types of plants and trees by observing the parts and what we have in our local area. We also learn a wide range of vocabulary.

We incorporate opportunities to learn outside and in the Orchard.

After half term, we look at 'Seasonal Changes'. This involves using various scientific skills to increase our knowledge of why we have seasons, comparing them and collecting data to analyse. Finally, we look at where our food comes from.



## PE

We learn to develop our skills in 'Invasion' and 'Striking and Fielding' games.

After half term, our units are 'Net and Wall' and 'Athletics'.



## Music

This half term we listen and respond to different styles of music including Blues, Latin, Folk, Baroque and Bhangra.

After half term, we use our imaginations and a variety of instruments to improvise our own music.



## RE

The children will focus on prayer, worship and reflection. This unit helps children learn about the rules they follow in their own lives and begin to understand that religious people also live by special rules.

We look at various stories from the Bible and reflect on how they might relate to our lives today.

Following this, we think about questions that we wonder about.



## Geography

In this unit, children learn about the Arctic Circle by exploring where it is located, what the climate is like, and the physical features that make it unique. They discover how animals can survive in such extreme conditions and find out what life is like for people living in Arctic towns.

Pupils also learn to locate Arctic settlements on a map and compare an Arctic town, such as Sisimiut, with a city in the UK, thinking about travel, food, clothing, and trade. Through this, they develop an understanding of how daily life in the Arctic is both similar to and different from life in the UK.



## Forest School

In the Orchard, we learn how to whittle, increasing our knot tying skills, team building and building a fire to cook on.

We also look at the changes that are happening as the seasons change.



## Computing

For the first half of the term, we use PCs to develop our computing skills - using the keyboard, saving documents and editing.

We will use Scratch Junior to create algorithms to make a program, learn how to debug algorithms and plan programs for others to follow.



## PSHE

Will focus on the unit of 'Relationships.' This focuses on how we can form and develop relationships with others and why they are so important to us. It finishes with us thinking about the importance of looking after ourselves and our feelings.

After half term, we focus on 'Changes.' This involves talking about how we change as we get older. We discuss the differences between boys' and girls' bodies and the correct names for body parts. We finish by thinking about how we cope with changes. This will be linked to transitions for the coming year.



## Art

In this unit, children explore landscapes by learning that they are pictures of the outdoors and can include elements like sky, land, water, and trees. They investigate different textures and patterns using touch and everyday objects, experimenting with tools to create effects that represent features such as sky and water.

As they work, pupils plan where things go in their artwork, build up layers, and add details to show texture. Finally, they share and reflect on their creations, talking about the techniques they used and the choices they made.



## History

In history this term, we learn about two explorers—Christopher Columbus and Neil Armstrong. Through enquiry, we learn about what they explored and discovered and their impact.

We compare their discoveries and look at historical reports to see how the retelling of events can alter according to the author.



## **Reminders:**

**Reading:** Children should be reading at least five times during the week - some to an adult. Please can you sign their reading record to help us monitor this. Question stems are in the back of the reading records for you to use to aid your questioning at home.

**Number bonds:** Practice regularly at home each week. Little and often works best.

**Spellings:** Tested weekly. Practice regularly each week at home. Spelling lists can be found on the school website.

**Home Learning tasks** are sent out every Friday and due on Tuesdays. Tasks will focus on core skills of reading, spelling, handwriting and maths.

**PE Kits:** Bring into school on Monday, take home on Friday.

Wellies are needed for the orchard.

**Further information about the curriculum can be found on the school website**