**As mathematicians we will:**

* Mass
* Space
* Addition
* Subtraction
* Word Problems
* Multiplication
* Division

At Bedford Drive Primary, children will be taught with a skills based approach in order to deepen their understanding and develop a mastery approach to their learning. There may be times where topics are used to engage the children, but we will also be looking at relevant and current events in order to get the best learning from our children.

**As writers we will:**

Spell common exception words.

Spell days of the week.

Sequence sentences to form short narratives.

Joining words and joining clauses using ‘and’

Use prefix ‘un’

Use suffix ‘ing’ ‘ed’ ‘er’ and ‘est’

Re-read what we have written to check that it makes sense.

Begin to punctuate sentences using capital letters and full stops, question mark or exclamation marks.

This will take place in our conservation project and our literacy counts units.

**Year 1**

**Summer Term Learning**



**As computer whizzes we will:**

Use a sound recorder or on screen recorder to collect and store information as sound.

Use a digital camera or recording device, with support.

Use simple software to record a puppet-style animation, with support.

Use a mouse/trackpad to move and place items accurately on a screen.

Produce text on screen and make changes to make it clear

To be able to tell an adult if they feel something they see online is inappropriate or hurtful.

**As scientists we will:**

**Plants**

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common flowering plants, including trees.

**Animals including Humans**

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Describe and compare the structure of a variety of common animals

(fish, amphibians, reptiles, birds and mammals, including pets).

**Working Scientifically**

Gathering and recording data to help in answering questions.

Identifying and classifying.

Using their observations and ideas to suggest answers to questions.

Ask simple questions.

**As readers we will:**

Apply phonics knowledge to decode words

Read common exception words

Read words containing endings (ing, ed, es, etc.)

Read words with contractions

Read other words of more than on syllable

Listen to and discuss a wide range of poems, stories and non-fiction.

Drawing on what they already know or on background information and vocabulary provided by the teacher.

Make inferences on the basis of what is being said and done.

Predict what might happen

**As geographers we will:**

Ask simple geographical questions

What is it like to live in a place like this?

Use simple observational skills to study the geography of the zoo.

Use simple maps of the local area e.g. large scale, pictorial etc.

Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.

Make simple maps and plans e.g. pictorial place in a story.

Recognise how places have become the way they are e.g. shops (patterns & processes)

Name, describe and compare familiar places.

Know about some present changes that are happening in the local environment e.g. at school

Suggest ideas for improving the school environment.

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**As historians we will:**

Sequence events or objects in chronological

order

Sequence events and recount changes within living memory

Use common words and phrases relating to passing of time

Talk, draw or write about aspects of the past.

To relate own account of an event and understand that others may give a different version

**In RE we will learn:**

Be able to sequence The Creation Story in chronological order.

Know that this is the first story in The Bible.

Show some appreciation of the natural world and suggest their favourite part e.g. sky, sea, animals.

Write a prayer of thanks to God for His creation.

Begin to understand that other faiths’ creation stories also talk about darkness/light.

Understand how Christian stories show we should care for the world e.g. Noah’s Ark.

Understand how things can harm the planet and how we can care for the world we live in.

Recall the Christian creation story.

Show an appropriate response to natural beauty/wonder.

Recognise form of prayer

Understand how different creation stories show similar ideas.

Demonstrate a caring attitude towards our planet.

**As artists we will:**

Explore patterns in everyday life

Trace natural patterns with finger

Explore surfaces and describe their feel

Make collage picture containing a variety of textiles (natural materials)

Find colours in the environment

Explore different types of line using a range of media; use words to describe them like thick, thin

Create a pattern using these lines

Collect and explore materials in tones of one colour. (ocean/sea colours)

Experiment with waste materials and try different ways of joining them (weave, sculpture)

Explain what he/she likes about the work of others.

Explore the work of Andy Goldsworthy.

**To promote SMSC we will:**

We will reflect and learn from our thoughts.

We will respect ourselves and others.

We will cooperate and work well as a team.

We will develop by providing many opportunities to enjoy and be fascinated by the wonders of the world, both physical and human.

**As sports people we will:**

Can pass a ball accurately to a partner over a variety of distances

Can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.

**As musicians we will:**

Learn and perform chants, rhythms, raps and songs.

Work and perform together with others as an ensemble or as a group singing.

Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.

Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.

Listen to, copy and repeat a simple rhythm or melody.

Understand that pitch describes how high or low sounds are.

Understand that tempo describes how fast or slow the music is.

Understand that dynamics describe how loud or quiet the music is.

Recognise different instruments.

Discuss feelings and emotions linked to different pieces of music.

**As designers we will:**

Begin to create simple designs for a product.

Use pictures and words to describe what he/she wants to do.

Select from and use a range of tools and equipment to perform practical tasks e.g cutting, shaping, joining and finishing.

Ask simple questions about existing products and those that he/she has made.

Use leavers and sliders in a product.