

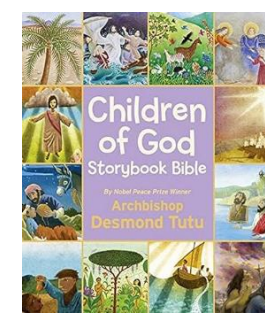
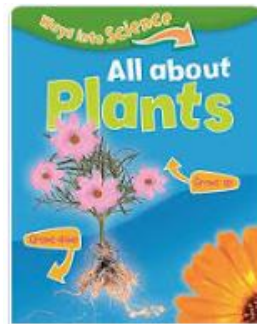
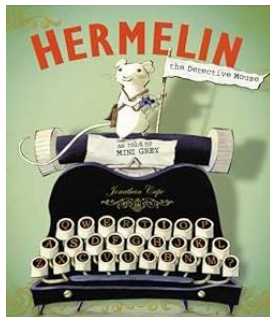


## YEAR 1 / SUMMER 1

### WHERE DOES COTTON COME FROM?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Encourage the children to recognise that progress comes through hard work.</li> <li>✓ Encourage the children to independently access their learning opportunities.</li> <li>✓ Ensure the children can focus for longer periods, working to complete tasks to the best of their ability.</li> <li>✓ Continue to encourage the children to recognise mistakes as learning opportunities.</li> </ul>
<b>POSSIBILITIES AND RISKS</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Provide learning opportunities for the children to take appropriate risks.</li> <li>✓ Ensure that children work towards goals and show perseverance when working outside of their 'comfort zone'.</li> <li>✓ Encourage the children to show responsibility and some initiative.</li> <li>✓ Continue to support children to manage their emotions and encourage them to develop effective relationships.</li> </ul>

<b>LEARNING TO LEARN</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Review and develop our understanding of the 5Rs with a particular focus on being 'Resilient' in Summer 1.</li> <li>✓ Continue to celebrate successes and learn from our mistakes.</li> <li>✓ Work towards achieving Learning to Learn Awards.</li> <li>✓ Encourage the children to ask questions to extend their thinking.</li> </ul>
<b>SOCIAL INTELLIGENCE</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Encourage the children to recognise that their behaviours affect others positively and negatively.</li> <li>✓ Ensure that in assemblies, children appreciate, respect and celebrate difference.</li> <li>✓ Encourage the children to value what others bring to the classroom.</li> <li>✓ Discuss the importance of taking responsibility for our actions.</li> </ul>



<b>ENGLISH</b>	<b>READING</b>	<ul style="list-style-type: none"> <li>✓ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>✓ Read words containing taught GPCs, –er and –est endings.</li> <li>✓ Read other words of more than one syllable that contain taught GPCs.</li> <li>✓ Read books aloud, accurately, that are consistent with developing phonic knowledge.</li> <li>✓ Re-read books to build up their fluency and confidence in word reading.</li> <li>✓ Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>✓ Recognise and join in with predictable phrases.</li> </ul>
	<b>WRITING</b>	<ul style="list-style-type: none"> <li>✓ Write from memory simple sentences dictated to them that include words using the GPCs and common exception words taught so far.</li> <li>✓ Use –ing, –ed, –er and –est where no change is needed in the spelling of root words.</li> <li>✓ Join words and joining clauses using ‘and’ and ‘because’.</li> <li>✓ Re-reading what they have written to check that it makes sense.</li> <li>✓ Use plural suffix –es/s.</li> <li>✓ Consistently form capital letters and lower case letters accurately.</li> <li>✓ Use full stops, question marks and exclamation marks.</li> </ul>
	<b>SPELLING / PHONICS</b>	<ul style="list-style-type: none"> <li>✓ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>✓ Use letter names with increased accuracy.</li> <li>✓ Continue to apply phonic knowledge and spelling rules covered, to written work.</li> <li>✓ Spell days of the week accurately.</li> <li>✓ Use the prefix ‘un’ and understand how it changes the meaning of verbs and adjectives.</li> <li>✓ Spell common exception words.</li> </ul>
	<b>SPOKEN LANGUAGE</b>	<ul style="list-style-type: none"> <li>✓ Ask relevant questions to build their vocabulary.</li> <li>✓ Read their writing clearly enough for others to hear.</li> <li>✓ Gain, maintain and monitor the interest of the listener.</li> <li>✓ Articulate and justify answers, arguments and opinions.</li> <li>✓ Discuss what they have written with others.</li> <li>✓ Compose sentences orally before writing them.</li> </ul>

<b>MATHS</b>	<p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>✓ Doubling</li> <li>✓ Making Equal Rows</li> <li>✓ Solving Word Problems</li> </ul> <p><b>Division</b></p> <ul style="list-style-type: none"> <li>✓ Grouping Equally</li> <li>✓ Sharing Equally</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>✓ Making Halves and Quarters</li> <li>✓ Sharing and Grouping</li> </ul> <p><b>Numbers to 100</b></p> <ul style="list-style-type: none"> <li>✓ Counting to 100</li> <li>✓ Finding Tens and Ones</li> <li>✓ Comparing Numbers</li> <li>✓ Making Number Patterns</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>✓ Recognise Coins and Notes</li> </ul>
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<b>SCIENCE</b>	<p><b>Work Scientifically:</b></p> <ul style="list-style-type: none"> <li>✓ Ask simple questions.</li> <li>✓ Use observations and ideas to suggest answers to questions making tables and charts.</li> <li>✓ Investigate the best conditions for growing plants.</li> </ul> <p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>✓ Name parts of a plant.</li> <li>✓ Name tree parts.</li> <li>✓ Understand deciduous and evergreen trees.</li> <li>✓ Know when different flowers grow in different seasons.</li> <li>✓ Understand where food comes from and name some plants.</li> <li>✓ Identify and name a variety common wild and garden plants.</li> <li>✓ Look at trees and plants in the local area.</li> </ul>
<b>HISTORY</b>	<p><b>Significant Individuals and Places. The Gregg family and Quarry Bank Mill.</b></p> <ul style="list-style-type: none"> <li>✓ There was a time before my grandparents were born. Life was very different then. People wore different clothes, travelled in different ways, children went to work and school was very different too.</li> <li>✓ The Gregg family built <b>Styal Mill</b> with houses for the workers</li> <li>✓ Styal Mill is near where I live and made cotton</li> <li>✓ Samuel Gregg built Styal Mill by 1874</li> <li>✓ Samuel and his wife Hannah built a community surrounding the mill, including a village for the workers, school and the <b>Apprentice</b> House; they even built their family home next door to the mill and developed the surrounding landscape into beautiful gardens.</li> <li>✓ Some children worked in mills and were called child apprentices.</li> </ul>

<b>COMPUTING</b>	<p><b>Coding:</b></p> <ul style="list-style-type: none"> <li>✓ Children can give and follow instructions.</li> <li>✓ Children can draw symbols to represent instructions.</li> <li>✓ Children can create a simple program using code blocks.</li> </ul>
<b>GEOGRAPHY</b>	<p><b>HISTORY FOCUS</b></p>



MFL	NOT COVERED IN KS1	PHYSICAL EDUCATION	<p><b>Running &amp; Jumping:</b></p> <ul style="list-style-type: none"> <li>✓ To learn the techniques of running in a coordinated and fluent way.</li> <li>✓ To learn to understand spatial awareness in negotiating running over obstacles.</li> <li>✓ To learn to run at different speeds for shorter and longer distances.</li> <li>✓ To recognise and learn the take off for different jumps and land in a coordinated way.</li> </ul> <p><b>Striking Skills:</b></p> <ul style="list-style-type: none"> <li>✓ Experience hitting a ball with a variety of bats.</li> <li>✓ Begin to play small sided games, learning to follow simple rules.</li> <li>✓ Begin to understand the importance of decision making when playing games.</li> </ul>
DESIGN TECHNOLOGY	ART FOCUS	ART AND DESIGN	<p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>✓ Develop control through outlined printing by using “press and stamp” to create prints.</li> <li>✓ Use repeating or over-lapping shapes.</li> </ul>
MUSIC	<p><b>Pitch - Distinguishing between higher and lower sounds:</b></p> <ul style="list-style-type: none"> <li>✓ Learn to recognise changes to sound in relation to pitch (high and low).</li> <li>✓ Perform with an increasing awareness of others.</li> <li>✓ Create melodic patterns based on the pitches s-m, l-s-m, l-s-m-d, l-s-m-r-d.</li> <li>✓ Learn to identify short melodic phrases using these patterns.</li> <li>✓ Use hand signs and notation to aid a performance.</li> </ul>	R.E.	<p><b>Why are some places more important to people than others?</b></p> <ul style="list-style-type: none"> <li>✓ To explore why the synagogue is an important place of worship for Jews.</li> <li>✓ To learn about the role of the rabbi. Is it similar or different to other leaders of religious/non-religious worldviews?</li> </ul>
PSHE	<p><b>Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>✓ To learn about how we grow and change.</li> <li>✓ To be able to sequence stages of the lifecycle of humans.</li> <li>✓ To understand that babies become children and then adults.</li> </ul> <p><b>No Outsiders:</b></p> <ul style="list-style-type: none"> <li>✓ To understand that we share the world with lots of people.</li> </ul>	ENRICHMENT	<ul style="list-style-type: none"> <li>✓ SRE – Growing and Changing</li> <li>✓ Styal Mill Trip</li> <li>✓ Trip to Hale synagogue</li> <li>✓ Use of books and artefacts from the ELS.</li> <li>✓ Book Swap Day</li> </ul>