

Year 1, Summer 2, Curriculum Learning

Dear Parents/carers,

Welcome back to the final term for this academic year! We can't believe how quickly the year has gone but we are filled with pride reflecting on the remarkable growth our children have achieved this year. Their enthusiasm, curiosity, and resilience have been evident throughout the year. This term will be one of celebration and cementing learning across subjects so our children have the best start for the next academic year. Please find below all the learning opportunities and exciting events that we have planned.

English



In English, pupils will explore the inspiring story of Mae Jemison, the first African-American woman to travel into space. Through this non-fiction text, children will learn about Mae's life, achievements, and her journey from a curious child to a pioneering astronaut. Pupils will discover the importance of curiosity, perseverance, and following your dreams. Alongside reading, children will be supported to retell key facts from Mae Jemison's life in their own words, focusing on writing clear sentences about real events. We will learn to use and apply the following **grammar objectives: 'un' and 'est' to compare and describe, '-er' to show comparison, and adverbs to describe actions.** For example, "Mae Jemison trained harder than many astronauts" or "She carefully prepared for her space mission." Pupils will also use conjunctions such as and, but, because, if, when to explain achievements and actions, e.g., "Mae worked hard because she wanted to explore space." As well as using information from the book, children will write about their own aspirations and achievements, drawing inspiration from Mae Jemison's story. All pupils will focus on **coherence in writing, making sure ideas are presented in the correct order, sentences are clear, and punctuation is accurate.** Most will extend simple sentences with **conjunctions and descriptive words, applying adverbs** to bring their writing to life. Pupils will continue to develop correct letter formation, sizing, and pencil grip, ensuring their non-fiction fact files are both readable and neat. The end outcome will be a **non-fiction fact file about Mae Jemison**, combining accurate information with descriptive grammar to showcase each child's understanding of both content and writing skills.



We will then explore the story Green Giant, which tells the tale of a friendly giant who lives in a magical forest and helps the creatures around him. Through the story, children will discover themes of friendship, kindness, and the importance of helping others. Pupils will learn to notice how the giant's actions affect those around him and how small acts of kindness can make a big difference. We will continue to learn to use and apply the following **grammar objectives: 'un' and 'est' to compare and describe, '-er' to show comparison, and adverbs to describe actions.** Children will create acrostic poems, a type of poem where the first letters of each line spell out a word. Using inspiration from the Green Giant, they will choose a word-such as GIANT- and write descriptive phrases for each letter to show his character and actions. This activity will help pupils use adjectives, adverbs, and conjunctions while expressing their creativity and understanding of the story.

Phonics

Children will continue to progress through the Read Write Inc programme and read books matched to their reading level. They will continue to take part in daily Phonics lessons that are fast paced, well sequenced and engaging to improve their sound knowledge and decoding abilities. All pupils have been taught to set 3 sounds and we will continue to consolidate these sounds in their word reading. We will continue to

communicate to parents the sounds children have learnt via Arbor so all the children can practise these sounds at home too. We will also continue to have a big focus on speedy reading and reading longer words. Longer word reading is the ability to read multisyllabic words. Pupils will be taught strategies of chunking words and breaking down words to read with accuracy. Pupils will also continue to read alien words and apply their sound knowledge to read unfamiliar words. **The Year 1 Phonic Screening Check will take place week beginning 8.6.25. It is very important that children get a good night's sleep, have a healthy breakfast and arrive at school on time every day. Your support in helping your child prepare for the check is greatly appreciated.**

Core book challenge

As part of our Core Book Challenge, lots of children have been diligently tracking their reading progress in their booklets and completing the 'Tell Me Grid'. To ensure we can celebrate children's achievements and award certificates, we kindly ask that all booklets are now kept in the reading wallet. We will take the time to look at the grids with the children and recognise individual reading milestones. This brilliant challenge fosters a collective enthusiasm for literature within our school community. Well done to all of the children for actively taking part in this! **Please could these grid be handed in on 06.07.26**

Maths



In Maths children will first complete a unit on place value, focusing on a range of skills with numbers between **50 -100**. Children will count and recognise numbers, partition numbers to find tens and ones, identify one more and less

and compare numbers. We will then move on to two further short units based on '**money**' and '**time**'. Children will learn to recognise coins and notes and learn to tell the time to the hour and half past the hour.

Numbots

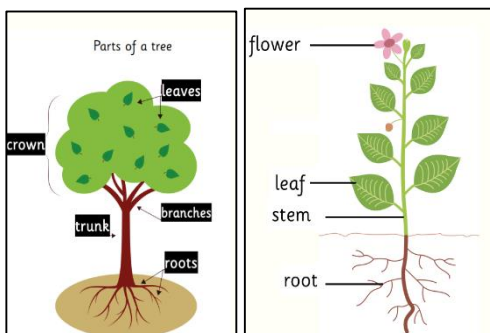
Please encourage your child to continue using Numbots regularly to support and consolidate their maths learning. Children should practise number facts and number bonds to 10 and 100. Short, regular practice is most effective, and we recommend 5–15 minutes each day. A reminder that the programme includes:

- Story Mode – develops children's understanding of mathematical concepts through visual representations and a range of interactive activities.
- Challenge Mode – strengthens recall of key number facts, including number bonds, doubles and mental calculations, through repeated practice.

As always if you need any support with this please come and speak to us.

Science

In Science we will complete our second revisit of **Plants and Animals, Including Humans**. Children will



consolidate their knowledge of common wild and garden plants, including deciduous and evergreen trees. They will be able to confidently identify and describe the basic structure of a variety of common flowering plants, including trees. Children will also be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores. They will also be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).

History

This term in History we will be looking at the lives of four amazing astronauts. First we will learn about who



Neil Armstrong was and all his achievements. Children will learn that he was the first person to walk on the moon and his footprints are still there today! Then we will learn about **Mae Jemison** and her struggles against racism to become the first African American woman in space. Her story will teach children about resilience and

determination. After that the children will learn about the life and accomplishments of **Bernard Harris Jr**, followed by **Tim Peake**. Children will then think about the similarities and differences between the astronauts and list them using a Venn diagram.

Personal, Social and Health Education



In PSHE children will explore the unit '**Changing Me.**' First the children will look at the life cycles of animals and humans and understand that changes happen as we grow. We will look at a series of photos from baby to adult and pictures of a frog's lifecycle to understand growth and change. Children will then think about themselves and identify some things about themselves that have changed and some things that have stayed the same. We will then think about how we have changed since we were babies. During this session we would love for you to share

your child's baby photos so we can look for physical changes, looking at before and now. We will send a ping reminder closer to the time for your kind support. Following on from this, children will learn about boys' and girls' bodies and body parts. We will then understand that every time we learn something new we change a little bit, for example as we physically grow we also learn to do more things. We will reflect on how we have grown and what we can now do. Children will complete this unit thinking about changes that will happen next academic year e.g moving into a new year group, classroom, teacher and learn to cope changes successfully.

Religious Education



'**What does it mean to belong to a faith community?**' Developing on from last half term, children look closely at how Jewish people show belonging to their faith. We will learn about Shabbat and understand the reasons for why Jewish people get together every Friday to spend special time together. We will deepen our understanding of belonging by looking at how Christians and Muslims welcome a new baby. This will be followed by looking at

belonging to one another and how Christian and Jewish people celebrate marriage.

DT (Design Technology)



Our units of learning are based on '**Food and Nutrition.**' We will have a DT day, where children will be busy cooking up nutritional treats to take home. Children will learn about the importance of including a range of vegetable in their diet and the health benefits. They will understand the nutritional value of vegetables and why colourful food can be better for you. Children will have the opportunity to

peel, chop and grate a selection of vegetables. They will learn and will develop knife skills and basic culinary techniques to create and modify dishes that appeal to the senses. We will be making rainbow wraps, vegetable kebabs and pitta pockets.

PE

PE will take place twice a week with specialist teachers. On Tuesday the children will be taught by our sports coach Gabrielle. The PE unit of learning is **'Athletics'** with a special focus on preparation for sports day which will take place on 30.6.26. On Wednesday the children will be taught by Khadija. The focus will be on 'Athletics'. Children will understand the importance of a proper warmup routine and be able to run and hurdle fairly consistently with the correct technique. Children will learn to use the correct technique for throwing javelins and will be able to successfully perform somewhat accurate long jumps, high jumps and triple jumps. **Keywords: Warm Up, Cool Down, Athletics, Sprint, Hurdles, Javelin, Bean Bag, Shot Put, Long Jump, Triple Jump, High Jump.**

Important dates and events:

- Monday 8th June 2026 - Year 1 Phonics Screening Check begins
- Tuesday 30th June 2026- Sports Day (time TBC)
- Monday 6th July 2026- Home Project & Core Book Challenge Tell me Grid due
- Monday 6th July 2026- Musical Performance- Conon's group TBC
- Wednesday 8th July 2026- Musical performance- Preesha's group TBC
- Friday 10th July 2026 – School Fete – school will close at 2:00pm (no clubs and no wraparound care)
- WB Monday 13th July 2026 - End of year school reports sent to families
- Tuesday 14th July 2026 – Summer Show (time TBC)
- Wednesday 15th July 2026- Children meet their new teacher
- Friday 17th July 2026 – School closes at 1pm for the summer holidays
- Year 1 – trip TBC

This term we will be doing the following:

Spelling & Handwriting	Spelling & handwriting sheets given out on Friday (spell check following Friday)
Reading record	Please read with your child during the week and sign their reading record. Checked every Thursday.
RWI reading book and RWI additional book	Books changed weekly or every 3 days (dependent on group)
Core Book Reading Challenge and Class Library books	Thursday
PE	Tuesday & Wednesday

Daily reminders: Please make sure all jumpers/ cardigans are labelled

Our uniform consists of:

- A purple sweatshirt or cardigan with school logo
- Purple or white polo shirt with school logo
- Black trousers, black skirt or black pinafore
- Lilac/purple school gingham dress (summer)
- Black shoes
- If a headscarf is worn this should be black, white or purple

Our PE kit consists of:

- A white polo shirt with school logo
- Black jogging bottoms or black shorts
- Black plimsolls or suitable trainers

Please can all clothing items be labelled with your child's name.

Water

Please make sure your child brings a water bottle to school.

Book bag – Please check regularly and take out letters and communication

This should carry the reading wallet with:

- RWI Reading book
- RWI book bag book
- class library book
- reading journal
- Core Book Challenge – optional

Homework:



Year 1 home learning involves weekly spelling and daily reading of Phonics book. Additional books in book bag can also be used to do home reading. Half Termly homework projects. This term's home project is due on 6.7.26, where children will have a chance to reflect on this academic year. They will have a chance to answer key questions and decide how to present it. We will send out more information on 5.6.26. Thank you for reading this newsletter and we hope you are informed well about your child's learning in school.

Thank you for all of your amazing support this year which is greatly appreciated!



Hafsa and Naimah

Science Key Vocabulary- Revisiting units of learning

Animals including humans

 Tier 2 multiple meaning or high frequency		 Tier 3 subject specific	
blood	red liquid found inside animals	mammal	a warm-blooded animal that makes milk for its babies
senses	the things that make us aware of the world	amphibian	animal that lives on land and in water
young	another word for babies	reptile	animal with cold blood and scaly skin
feathers	things that grow out of a bird's skin	herbivore	animal that eats plants
fur	soft hair found on some animals	carnivore	animal that eats other animals
scales	thin plates on the skin of fish and reptiles	omnivore	animal that eats plants and animals

Plants including trees

 Tier 2 multiple meaning or high frequency		 Tier 3 subject specific	
bud	growth on a plant that becomes a leaf, shoot or flower	nutrients	substances essential for life and growth
trunk	main woody stem of tree	stem	central, long, thin part of a plant
branch	part of tree that grows out from trunk	deciduous	(of trees) sheds leaves in autumn
bark	protective outer covering of tree	evergreen	(of trees) keeps leaves all year
seed	food store from which a new plant grows		
wild	growing naturally without human help		