

**Year 1**  
**Summer Term 2022/2023 - Our Learning**



**Curriculum Overview - Year 1**

**English  
Reading**

**There's a Ran-Tan in my Bedroom by James Selik**

**Summary:**

A girl finds a curious orangutan in her bedroom and despite not understanding him and his reactions, she learns about the actions of humans in the rainforest.

**And Tango Makes Three by Justin Richardson and Peter Parnell**

**Summary:**

And Tango Makes Three is a picture book based on the true story of two male penguins at the Central Park Zoo who raised a chick together.

**The Hare and the Tortoise by Susanna Davidson and Giuliano Ferri**

**Summary:**

Who will win a race between a boastful hare and a grumpy tortoise? Pupils will find out in this retelling of the classic Aesop's Fable.

**The Lion Inside by Rachel Bright**

**Summary:**

The story centres around a mouse who wants to be noticed and thinks the way to achieve this is to be more like a lion and asks a lion for lessons on how to roar. There is a twist in the story and an important lesson to be told.

**The Proudest Blue by Ibtiyah Muhammad and S.K. Ali**

**Summary:**

The book centres around a coming-of-age tradition of wearing the hijab for the first time. An older sister is faced with some hurtful teasing from other children which is witnessed by the younger sister. The sisters learn not to hold onto the hurtful words and with confidence they recognise that what may make them seem different is worth valuing and celebrating.

<p><b>English Writing</b></p>	<p><b>Narratives: Narratives and Poetry</b></p> <p>This term, pupils will be focusing on 6 writing units:</p> <ul style="list-style-type: none"> <li>● Poetry (pattern and rhyme)</li> <li>● Recounts from a personal experience</li> <li>● Informal letters</li> <li>● Setting descriptions</li> <li>● Instruction writing</li> <li>● Poetry on a theme</li> </ul> <p>There is a continual focus for pupils to construct full sentences using full stops and capital letters. Pupils are encouraged to write exciting sentences using the process of 'Think, Say, Write, Check'. Pupils are reminded to use 'Fred talk' to spell words that are phonetically decodable along with spelling 'red' words that they are now familiar with. This term, pupils will be introduced to conjunctions to join ideas and will be encouraged to use this both in spoken language and writing.</p>
<p><b>Mathematics</b></p>	<p><b>Pupils learn about the following topics:</b></p> <ul style="list-style-type: none"> <li>● Addition and subtraction within 100</li> <li>● Money</li> <li>● Multiplication and division</li> <li>● Measures: capacity and volume</li> </ul>
<p><b>Science</b></p>	<p><b>Seasonal Changes and Weather: Spring and Summer in Hillingdon</b></p> <p>Pupils continue to build on our prior knowledge of the seasons. They observe the changes in weather and how this impacts on the clothes that they wear and the places that they visit. They understand how to stay safe in the Summer sun especially when they are playing on the school field. Pupils will plot the daily changes in weather, observe first hand and discuss the changes. This may include heatwaves and thunderstorms in the Summer!</p> <hr/> <p><b>Everyday materials: Objects Around Me</b>  <b>Curriculum link: Seasonal Changes and Weather</b></p> <p>Pupils learn about the different properties of materials. Pupils explore different materials used in objects that they use everyday and begin to compare properties of a variety of materials including glass, wood and plastic, and consider their uses. Pupils investigate what materials are used to make the clothes they wear and how the properties of these materials help us to keep warm or cool throughout the different seasons.</p>

<p><b>Art</b></p>	<p><b>Art Strand: World Art. Drawing &amp; Sculpture - Castles &amp; Architecture - Locality including Hillingdon Primary School.</b></p> <p><b>Curriculum link: History</b></p> <p>In this unit, pupils will look at the architecture of Hillingdon Primary school and compare its structure to castles in the UK and historical architecture. Using our sketchbooks we practise and try out ideas and techniques, sketching the school building using drawing media and experimenting with ink bleeding technique. We will look at the artist and printmaker Clare Caulfield, sketching the school building, looking at the architecture and Paul Klee’s ‘Castle and Sun,’ creating our own 3D abstract castle using geometric shapes and collage. We will explore, discover and invent new ways for our 2D sketches to transform into 3D sculpture. We will evaluate our own work and share what we have enjoyed during the process and what we liked about the end result.</p> <p>Pupils will also explore royal portraiture from the National Gallery, learning to be curious about the accurate and detailed depictions of their life and its problems. Pupils draw portraits of significant British monarchs, including King Charles III and investigate the concept of light and dark, and learn how to create both values. We will reflect in our sketchbooks, forming opinions about the process of our work saying what went well and how to improve it.</p>
<p><b>Computing</b></p>	<p><b>Programming. Curriculum Link: Maths (Direction)</b></p> <p>Pupils are introduced to programming. This builds on from their learning in Maths. They learn to direct a character around a maze using the correct directions; they give clear instructions using arrows. Pupils then use the website Code.org to practise creating their own simple programs. For each puzzle, they are encouraged to think about what our program can achieve. They also start to debug our programs if necessary. Once they have learnt how to create programs to allow a character to pick up one object, pupils then move on to picking up more than one object by using the ‘Repeat’ button.</p> <p><b>Creating Media: Digital design</b></p> <p><b>Curriculum Link: Personal Development (‘Me and My World’)</b></p> <p>Pupils build on their knowledge of digital writing. They learn how to navigate a simple presentation program, Google Slides. They learn how to add and edit text in the presentation program as well as how to add images to our project. Pupils are then asked to make careful choices when designing their own project, a bookmark. Finally, they compare creating a bookmark on the computer and creating one using paper and pencils. Pupils create a bookmark about themselves with their name and identifying things they like. Pupils reflect on the ideas they gathered in previous terms about ‘Me and My World’.</p>

<p><b>Design and Technology (DT)</b></p>	<p><b>Structures: freestanding structures.</b>  <b>Curriculum Link: Art/ History: Locality</b></p> <p>In this block, pupils will observe some of the structures in their local area and will investigate what needs to be in place so that a structure can remain standing on its own. They will use a range of materials to explore and reason about why some structures may fall. After experimenting with different techniques to create a tower, pupils will design and make their own tower structure for our local area.</p>
<p><b>Geography</b></p>	<p><b>Mapping and Fieldwork</b>  <b>Curriculum link: English reading / History: Locality</b></p> <p>Pupils will learn about what a map is and will consider why maps are useful. They will learn how to create an imaginary map based on the well-known story, <i>We're Going on a Bear Hunt</i>. They will learn how to include details about the features of a place on a map and will apply their learning to create a real map of their school, linking with their learning about the history of Hillingdon Primary School.</p>
<p><b>History</b></p>	<p><b>Locality: Hillingdon and Hillingdon Primary School</b></p> <p>Pupils will learn about some of the features of Hillingdon. They will compare how Hillingdon looks now with long ago. Pupils will learn about some of the history of Hillingdon Primary School. They will look at how the school has physically changed over time. They will consider what school may have been like for their parents, grandparents and 100 years ago. Pupils will consider the key difference between Hillingdon Primary School now and long ago and will think about the positives and negatives of going to school a long time ago.</p>
<p><b>Music</b></p>	<p>We work in partnership with <a href="#">Sing Education</a> to deliver our music curriculum.</p> <p>This term our themes are:</p> <p><b>Singing and Playing Skills 1: Pitch-Matching</b>  <b>Understanding Rhythm and Pitch (Percussion)</b></p> <p>More information about what is taught this term can be found on the school website. Please make reference to music within the subject section on the school website.</p>

<b>Physical Education (PE)</b>	<b>Real PE Unit 6: Health and fitness</b> Pupils learn health and fitness skills through agility such as ball chasing and static balance through floor work. Pupils begin to be aware of the way they feel when they exercise.
	<b>Gymnastics: Flight and Rotation</b> Pupils will select and link their own movement together. They will work with a partner to develop their skills and master basic movements that they have learnt.
	<b>Real PE Unit 2: Social</b> Pupils learn social skills like taking turns and sharing. They learn dynamic balance to agility such as jumping and landing. They also learn static balance skills through completing activities where they are required to be seated.
	<b>Athletics</b> Pupils show others different ways of performing skills that have been learnt (jumping, throwing and running). Pupils continue to master basic movement skills.
<b>Personal Development</b>	<b>Relationships</b> Pupils are introduced to the concept of relationships. Pupils are able to discuss and explain why they have special relationships with some people like parents/carers, friends and siblings and how these relationships help them feel safe and good about themselves. Pupils learn about the qualities that make these relationships positive such as being a good friend. They consider examples of behaviour in other people that we appreciate and behaviours that we find difficult and don't like.
	<b>Changing Me</b> Pupils compare how they are now to when they were a baby and look at the things they may do when they are older. Pupils learn and discuss some of the changes that happen as a person grows. Pupils learn about the transition to Year 2 and some of the emotions and feelings people experience when growing up.

**Religious  
Education  
(RE)**

**Places of worship in my Community**

Pupils continue to build on the concept of religion and start to explore places of worship in their local community. They focus on the major world faiths and the importance of the place of worship as a centre for the community and for worship. For example some of the world faiths and places of worship they are introduced to are: Christianity - Church; Hinduism - Mandir; Sikhism - Gurdwara; Islam - Mosque; Judaism - Synagogue.