











What we are Learning in Year 1 this Half Term

June – July 2025

Title: Where do the tramlines go?		Key Vocabulary
English <ul style="list-style-type: none"> • Stories from other Cultures (continued) – Bringing the Rain to Kapiti Plains • Adventure Stories – Greta and the Giants • Poetry – based on <i>Nut Tree</i> by Julia Donaldson 		suffix prefix exclamation sequence capital letter full stop
Maths – Place Value to 100, Directions, Money, Time <ul style="list-style-type: none"> • Describe position • Counting from 50 to 100 • Partition into tens and ones • Comparing numbers • Recognising coins and notes • Counting in coins • Days of the week, months of the year • Telling the time to the hour/half hour 		left right forward backwards coins notes hours minutes seconds
RE –Creation and covenant/other religions – Islam <ul style="list-style-type: none"> • Recognise that the story of Creation • Recognise that church teaches us that everything we see is created by God because he loves us • Recognise that though people cannot see God, they can sense his presence • Recognise that God gave human beings the responsibility for taking care of the world and its people • Recognise that prayer is a way of drawing us closer to God 		God the Father Creation Creed Our Father stewardship community Pope
Science – Plants (Continued) <ul style="list-style-type: none"> • Common wild garden plants include buttercups, daisies and foxgloves • Deciduous trees include silver birch, horse chestnut and sycamore. Evergreen trees include conifers and fir trees • A stem holds the plant upright. Petals are bright coloured. Leaves help the plant to feed and grow • The roots anchor a tree and keep it healthy 		seed petal leaf / leaves roots stem trunk branch bark bulb
Geography – Our Local Area <ul style="list-style-type: none"> • Locate places on a map • Explain the address • Plan a route around the local area • Know the difference between physical and human features 		country sea local area city suburb maps globes symbols aerial route human physical
DT – Moving Vehicles <ul style="list-style-type: none"> • Explore parts of a vehicle - axles, chassis, dowel, wheels • Design a moving vehicle and label its parts • Make a moving vehicle using my design • Evaluate my work 		axle explain rotate
PE – Gymnastics <ul style="list-style-type: none"> • Shapes: explore basic shapes of straight, tuck, straddle, pike 		straight tuck

<ul style="list-style-type: none"> • Jumps: explore shape jumps, including jumping off low apparatus • Balances: perform balances making my body tense, stretched and curled • Rolls: explore barrel, straight and forward roll progressions <p>Athletics</p> <ul style="list-style-type: none"> • Running: explore running at different speeds • Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance • Throwing: explore throwing for distance and accuracy 	straddle pike barrel roll forward roll
<p>ICT - Programming animations</p> <ul style="list-style-type: none"> • Introduction to on-screen programming through ScratchJr • Explore the way a project looks by investigating sprites and backgrounds • Use programming blocks to use, modify, and create programs • Introduction to the early stages of program design through the introduction of algorithms 	evaluate forwards/backwards left/right program Scratch Jr sprite statements algorithm test variables
<p>PSHE</p> <ul style="list-style-type: none"> • Know the importance of telling someone if something makes me unhappy • How to respond safely to adults they don't know • How to respond if physical contact makes me feel uncomfortable • Preparing to move to a new class • Summer holiday safety 	neighbour safe/safety uncomfortable permission private personal information
<p>Music</p> <ul style="list-style-type: none"> • Children will learn a variety of songs with warm ups and begin to think about vocal health • Perform word-pattern chants and create, retain and perform their own rhythm patterns • Use voices and body percussion, maintaining a steady beat to chant/play repeated rhythm patterns (ostinato) • Recognise how graphic notation can represent created sounds 	pulse rhythm pitch beat ostinato

Dates for your diary	
W/B 9 th June	Y1 Phonics Screening Test
Wednesday 25 th June	Class photographs – winter uniform
Friday 27 th June	Sports Day
Friday 11 th July	School BBQ
Fri 25 th July	Last day of Term