



Year 1 Overview Summer 2

Welcome back to the final half-term of the 2025/26 academic year!

The Year 1 team hope you all enjoyed a restful (and hydrated!) holiday, and Eid Mubarak to all who celebrated.

We finished Summer 1 by creating our own art work inspired by Andy Goldsworthy. The children enjoyed using a range of natural resources for this art. In Summer 2, there are new topics and key questions that our children will be engaging with. We are returning to DT, in which we will be focusing on creating a moving vehicle. In Science we will be looking to achieve our Crest award by completing a variety of challenges linked to different science topics. We hope you are looking forward to the final half term of learning in year 1 and having fun as much as we are!

Mathematics

Place Value (within 100) - 2 weeks

- Count from 50 to 100
- Tens to 100
- Partition into tens and ones
- The number line to 100
- 1 more and 1 less
- Compare numbers with the same number of tens
- Compare any two numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28		
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48		
	52	53		55	56	57	58	59	60
61	62	63	64	65		67	68	69	
	72	73	74	75	76	77		80	
	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98		

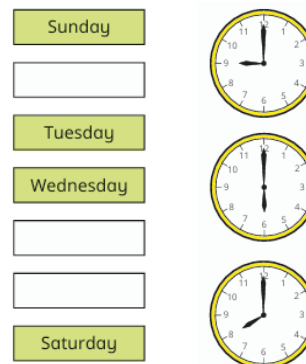
Money - 1 week

- Unitising
- Recognising coins
- Recognising notes
- Count in coins



Time - 2 weeks

- Before and after
- Days of the week
- Months of the year
- Hours, minutes, seconds
- Tell the time to the hour
- Tell the time to the half hour



English - Our core text is Toys in Space by Mini Grey

Unit Outcome: To write a fantasy story based on the structure of

Toys in Space

Greater depth: Changing some of the characters and the settings in the story.

Audience: Year 1, children that like fantasy stories,

Purpose: To entertain



Gateway Skills (Non-negotiables/basic skills)	Mastery Skills (Year group national curriculum expectations)	Feature Skills (Text format)
- Join words and clauses using and - Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Add suffixes to verbs where no change is needed to the root e.g -er, -ing, -est	- Join words and clauses using and - Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Add suffixes to verbs where no change is needed to the root e.g -ed, -er, -ing, -est	- Use some story language - Include and describe characters - Include and describe the setting - Write simple sentences in sequence - Include a beginning, middle and end

Phonics

[For parents | Letters and Sounds](#)

In Phonics this half term we will be continuing to recap sounds that will appear in our Phonics Screener check. The Phonics Screening Check is a quick check of your child's decoding skills. Your child will be asked to read 40 words – 20 are real words, 20 are known as 'alien words' (made-up words). This will be held the week beginning Monday 8th June. Please continue to support by reading with your child daily. This is both their Phonics book and also reading to them. After the check is complete we will focus on teaching alternate sounds within phase 5.



Science

In Science this half term we will be completing our Crest award.

The children will complete 6 activities across the half term, all of these activities link to the year 1 curriculum and build on previous learning.



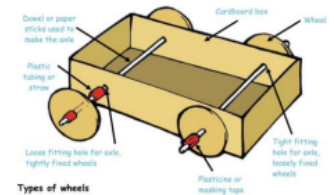
DT

In DT we will be designing and making a moon buggy and answering the key question below:

Can I create a moving vehicle using wheels and axles?

The children will be learning to:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes.
- Select from tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.
- Select from and use a wide range of materials and components, including construction materials, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Explore and use mechanisms [for example levers, sliders, wheels and axles], in their products.



Trip/Experience: use a range of junk modeling resources to create a moving vehicle.

Music

In Music, we will be thinking about the question:

How do we add instrumental sounds to songs?

Listening: Wellerman Song

Composing/Performing: Pirate Verses and Rhythmic Accompaniment

Experience: promoting group practice and collaboration in creating their music.

PSHE

In PSHE we will be focusing on **Changing me** and answering the question below:

The children will:

- To start to understand the life cycles of animals and humans
- To understand that changes happen as we grow and that this is OK
- To understand how our bodies have changed since we were babies
- To understand that growing up is natural and that everybody grows at different rates
- To identify the parts of the body that make boys different to girls and use the correct names for these
- I respect our bodies and understand which parts are private
- To know some ways to cope with changes

Geography

In Geography we will be answering the question below:

What is life like in Sylhet, Bangladesh for a child?



The children will be learning to:

- Use aerial maps
- Use basic geographical vocabulary to refer to:
key physical features, including: forest, hill, mountain, soil, valley, vegetation,
key human features, including: city, town, village, factory, farm, house, office.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Mile End), and of a small area in a contrasting non-European country (Sylhet, Bangladesh)

R.E

In R.E we will be focusing on Islam and answering the question below:

What does it mean to be a Muslim?

Children will:

- understand how the everyday actions of a Muslim are influenced by their beliefs and values
- retell Muslim stories and messages and explain what is important to a Muslim person and why
- explain why Muhammad is important for Muslims
- how Muslim people show they belong to their religion

Trip/experience: Visit to a local mosque

Computing

In Computing we will continue to have a focus on-screen programming through ScratchJr. The children will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Children will also be introduced to the early stages of program design through the introduction of algorithms.

Children will be learning to:

- To choose a command for a given purpose
- To show that a series of commands can be joined together
- To explain that each sprite has its own instructions
- To use my algorithm to create a program



P.E

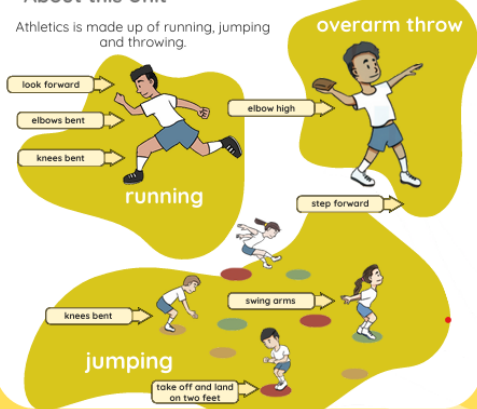
In P.E this half term we will be focusing on **invasion games** and **Athletics**



Knowledge Organiser Athletics Year 1

About this Unit

Athletics is made up of running, jumping and throwing.



Key Vocabulary

balance	hop	safely
bend	jog	target
control	jump	time
direction	leap	underarm
further	overarm	walk
	quickly	

Ladder Knowledge



Running:

Swing your arms, it will help you to run faster.

Jumping:

Landing on the balls of your feet helps you to land with control. Bend your knees, it will help you to jump further.

Throwing:

Stepping forward with your opposite foot to throwing hand will help you to throw further.

Movement Skills

- run
- balance
- agility
- co-ordination
- hop
- jump
- leap
- throw

This unit will also help you to develop other important skills.

Social work safely, collaboration
Emotional perseverance, independence, honesty, determination
Thinking reflection, comprehension, select and apply skills

Rules

Rules help you to play fairly.

Healthy Participation



- Behave and move in a safe way.
- Wait to take turns when told to.



If you enjoy this unit, why not see if there is an athletics club in your local area.

This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer
- be stronger

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Fill it Up

What you need: six socks and two pots

How to play:

- Players have one pot each that they place 6m apart. Place six socks in the centre.
- Players start at their pot and run to the middle, taking one sock back to their pot. Continue until there are no socks left in the middle, then run to your opponents pot to collect one sock at a time.
- Who is the first to have 5 socks in their pot?
- Playing by yourself? From a pile of socks 6m away, how many can you get into your bucket in 1 minute?

Top tip: take small steps so that you can change direction quickly.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. @getset4education136



Knowledge Organiser

Invasion Year 1

About this Unit

Invasion games are games where there are two teams and two goals. Teams try to score in the opposite team's goal. Examples include football, handball, rugby, netball, basketball, hockey.

In invasion games, if your team has the ball you are called attackers. If your team doesn't have the ball you are defenders.

My team has the ball, I am an attacker

My team needs to score goals

My team doesn't have the ball, I am a defender

My team needs to try to stop goals

Look at the images below, who are the attackers and who are the defenders?

Key Vocabulary

attacker	marking
defender	points
dodge	score
goal	space

Movement Skills

- dribble
- throw
- catch
- kick
- receive
- run
- change speed
- change direction

Rules

Rules help you to play fairly.

Tactics are a plan that help us to do what we want to do when playing games.

Spread out

Stay with a partner

Keep the ball

Send the ball quickly to a teammate

Healthy Participation

Make sure any equipment not used is stored out of the way.

If you enjoy this unit why not see if there is a club in your local area that plays an invasion game. This could be a basketball, football, handball, hockey, netball or tag rugby club.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Touch Down

What you need: two players, two markers and a ball

How to play:

- Place the two markers approx. 8 big steps apart.
- One person begins at one marker with the ball, other person begins in the middle.
- Person with the ball attempts to score by running and placing it on top of their opponent's marker.
- If their opponent tags the person with the ball, they have to start again at their marker.
- Have three attempts to score then switch roles.
- Make this harder by dribbling the ball with feet or hands.

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Key dates

Key dates

Phonics Screener week: Week beginning Monday 8th June

Class assemblies: parent are invited

Maple -Tuesday 17th June 3.00 - 3.20

Ash - Tuesday 23rd June 3.00 - 3.20

Whole school transition morning - Thursday 9th July

Last day of Summer term - Tuesday 21st July 2pm

Trips and Experiences

R.E - Mosque trip - Monday 22nd June

Forest school linked to Science

Hearing about people's experiences of living and visiting Bangladesh

P.E

Ash - **Tuesday and Wednesday**

Maple - **Tuesday and Wednesday**

Reading - Both classes will be taking home their reading practice book and reading for pleasure books on **Thursdays** and to be returned on a **Wednesday**.

Phonics - Your child will receive a phonics sheet every Monday which gives an overview of the phonics being taught that week. This will also help to support phonics at home.

Spelling- This half term children will be getting spelling homework. This will be given out on a **Friday** and due back the following **Friday**.

How to support your child at home with their learning this half term...

- Ask them to read to you!
- Your child will continue to come home with spelling words this term. The spelling rules will be previously learnt phonics sounds or endings. Please practice these with your child at home. Please support them to complete the activity sheet and return it each Friday. There will be a low stakes spelling test of these words on a Friday.
- Can you complete some science investigates - get outside and explore.
- To explore toys and items in and around the home that uses a wheel and an axle to help it more. E.g. a car, a fan.
- Maths - helping with paying at the shops using coins and notes, thinking about what coins they might need. Also thinking about time, what time do you have dinner at home, what time is bedtime?
- Computing - Can your child explore using Scratch Junior at home? What can they programme?