

What Are We Learning At The Firs This Term?

Literacy

In Literacy this term, we will continue to build and strengthen our reading skills through our Read, Write, Inc. programme, helping children develop fluency, comprehension, and confidence. Alongside this, we will be exploring two exciting new texts: Beegu and Stella and the Seagull.

While studying Beegu, children will engage in a variety of creative and purposeful writing activities, including designing posters and guides, writing captions, letters, and speech bubbles, as well as retelling parts of the story and producing a short report. These tasks will help develop both their imagination and their understanding of different writing forms.

Through Stella and the Seagull, children will explore important environmental themes. They will use this as inspiration to create their own narratives focused on helping the environment, encouraging them to think thoughtfully about real-world issues while developing their storytelling skills.

Any writing you do at home with Beegu or Stella to them about using clear handwriting, using the correct word, capital letters and full stops. We will be happy for your child to read back through their work.



Year 1 Summer 2026



Thank you for your continued support in Year 1. Please continue to support your child at home by:

Reading four times a week- don't forget to record in your child's reading record everytime they read.
Practise spellings and sounds.
Practise number bonds to 10/20.
Practise number and letter formation.



We can't wait for our school trip to Herrings Green Farm on Wednesday 1st July!



Numeracy

We will be making sure our number bonds to 10 or 20 are secure. We will continue using concrete objects as well as number lines to add and subtract. We will be using equipment to learn about place value and secure our knowledge on telling the time to half past and o'clock. We will also be learning about money and how to calculate change. Year Ones' will also be looking at 2D shapes, space, and measure.

We will be learning to...

Count fluently forwards and backwards to and over 100.
Explore money, measuring length and solving simple problems.
Identify a range of 2D and 3D shapes.
Count totals of coins, show different amounts and give change.
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square + \square$
solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations, and arrays.
Describe position, direction, and movement, including whole, half, quarter and three-quarter turns.



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Science

We will be investigating plants. We will identify the parts of a plant and the conditions they need to grow. We will grow our own sunflower and write a diary each week to record its growth. We will also be looking at the four seasons and identifying the similarities and differences.

We will be learning to...



Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common flowering plants, including trees.

Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies.

In Computing we will

We will be learning to...

Show an awareness of the range of devices and tools they encounter in everyday life.

Work with support, to use a word processor, to communicate an idea or story, incorporating pictures.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Use technology safely and respectfully, keeping personal information private.

In Geography we will be we will be learning about the weather in our local area, and beyond and looking at the differences between inland and coastal areas.

We will be learning to... identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

In Art we will be looking at People and their lives, drawing imaginary characters, self-portraits and making a clay thumb pot.

We will be learning to...

Draw from imagination and copying.

Paint pictures that I see.



Add textures to my models using tools.

Make a clay thumb pot and make a carving using dry clay.

In History we will learn about the Victorian Seaside

We will be learning to...

find out about the past, answer questions about the past using given sources, describe the similarities and differences between life during a time in the past and life today, discuss changes in living memory.

We will be discussing our own experiences of the beach and looking at how these compare to that of Victorian times, featuring on who went to the seaside, how they travelled there, what they wore, and what they did at the seaside.

We will also be learning about the purpose of lighthouses and looking at the experience of Grace Darling.

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In **R.E** will be looking at inspiring people and leaders. We will talk about people who we believe to be special and how they affect our lives, such as health care workers and the emergency services. We will also talk about the religious leaders of Mohammed, Moses, Jesus and why some people think they are special.

We will be learning to...

Understand that there are people of importance to us and understand why some people inspire others and identify people who are believed to be special by many people.
Understand that Jesus is special to Christians and that Jesus told stories to teach people about God and understand that Muhammad is special to Muslims.
Recognise some common features about religious leaders.
Reflect on how they impact on people's lives.

In **PSHRE** we will be looking at what we put into and onto our bodies and feeling safe.

We will be learning to...

Recognise the difference between good and bad touches.
State some basic safety rules for things that go onto the body.
Recognise the difference between real and imaginary dangers.
Understand that there are situations when secrets should not be kept.
Know to tell a trusted adult if they feel unsafe and know who they can go to, what to say or do if they feel unsafe or worried.
Know how to ask for help and who to ask for help.
Understand there are parts of the body which are private and identify situations where they might need help.

In **PE** we will focusing on Athletics. We will master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.

We will be learning to...

Practise different skills associated with simple games (e.g., co-ordinating throwing and catching).
Begin to work cooperatively in a team.
Run for 1 minute and show differences in running at speed and jogging.
Begin to show control at take-off and landing.
Describe different ways of jumping.
Throw into targets.
Describe different ways of throwing.
Perform a range of throwing actions e.g., rolling, underarm, overarm.



In **Design Technology** we will be printing our own T-shirts.

We will be learning to...

Draw on their own experience to help generate ideas.
Suggest ideas and explain what they are going to do.
Model their ideas in card and paper.
Develop their design ideas applying findings from their earlier research.
Evaluate their product by discussing how well it works in relation to the purpose.

