

Year One

Summer Term – ‘Planes, Trains and Automobiles’

As readers, our children will use the following texts to support their learning:



Fiction

- 'Leaf' by Sandra Deickmann
- 'Mrs Armitage on Wheels' by Quentin Blake
- 'Mr Grumpy's Motor Car' by John Burningham
- 'Lost and Found' by Oliver Jeffers
- 'Emma-Jane's Aeroplane' by Katie Haworth and Daniel Rieley

Non-Fiction

- 'How Trains Work' by Clive Gifford (Lonely Planet Kids)
- 'Giant Vehicles' by Rod Green
- 'Cars, Trains, Ships and Planes' and 'The Big Book of Planes' by DK
- 'Planes and Rockets and Things That Fly' by Richard Scarry

Poetry

- 'From a Railway Carriage' by Robert Louis Stevenson

Our children will use the texts and the links to the curriculum to develop our skills as writers of:

- **poetry** – *shape poems*
- **narrative** – *adventure stories and predicting an ending*
- **instructions** – *how to make a model vehicle*
- **information** – *class book on transport*
- **narrative texts** – *adventure stories*
- **description** – *setting linked to 'The Leaf'*

Marshland Moments

15. Make art with nature
16. Float a boat

Key Events

The Local Canal

Children to visit the local canal

Engaging Parents

Vehicle Model Making

Invitation to parents and carers to come and make models with their children

Art Exhibition

Opportunity for parents and carers to see their child's art work displayed

As mathematicians, our children will access the 'Mathematics Mastery' programme. As a result of lockdown, we will revisit the units from the Spring term initially:

- **Time** – *tell the time to the hour and half-past the hour; solve practical problems for time*
- **Exploring calculation strategies within 20** – *represent and use number bonds; use concrete and pictorial representation to solve one-step problems*
- **Numbers to 50** – *count, read, write, identify, represent in numerals and words; recognise place value*
- **Addition and subtraction within 20** - *comparison and difference. Represent and use number bonds: read, write, interpret and solve one-step problems.*
- **Fractions** - *recognise, find and name a half and a quarter as one or two of four equal parts respectively.*
- **Measures: Length and mass** - *compare, describe, measure, record and solve practical problems*

<p>As scientists, our children will work scientifically:</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions <p>They will investigate seasonal change by:</p> <ul style="list-style-type: none"> - observing changes across the four seasons - observing and describing weather associated with the seasons and how day length varies 	<p>The children will also study the following two units:</p>	
<p>As designers and users of technology, our children will develop their technical knowledge by:</p> <ul style="list-style-type: none"> - building structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms such as wheels and axles 	<p>Plants</p> <ul style="list-style-type: none"> - identify and name a variety of wild and common garden plants, including deciduous and evergreen trees. - identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>Seasonal Change</p> <ul style="list-style-type: none"> - observe changes across the 4 seasons - observe and describe weather associated with the seasons and how the day length varies.
<p>As geographers, our children will:</p> <ul style="list-style-type: none"> - use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>As artists, our children will:</p> <ul style="list-style-type: none"> - develop their knowledge and skills when painting and printing - learn about the work of 'William Morris' and make links to the work they create in this unit of work - create a repeat leaf print 	
<p>In Personal, Social and Health Education, our children will study:</p> <p>Relationships – <i>belonging to a family, qualities of a friend and person, celebrating special relationships</i></p> <p>Changing Me – <i>life cycles of animals and humans, differences between male and female and coping with change</i></p>		
<p>Developing their knowledge and skills in physical education, our children will:</p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending 	<p>As musicians, our children will:</p> <ul style="list-style-type: none"> - experiment with, create, select and combine sounds using the inter-related dimensions of music, with a focus on the genre 'pop' - listen and appraise a variety of genres of music - consolidate elcart skills and revisit songs and musical activities 	
<p>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:</p> <ul style="list-style-type: none"> - what does it mean to belong to a faith community? – <i>focus on 'living'</i> 	<p>As computers and users of technology, our children will investigate:</p> <ul style="list-style-type: none"> - how to use coding - what do we use technology for outside of the school - art and drawing programmes 	