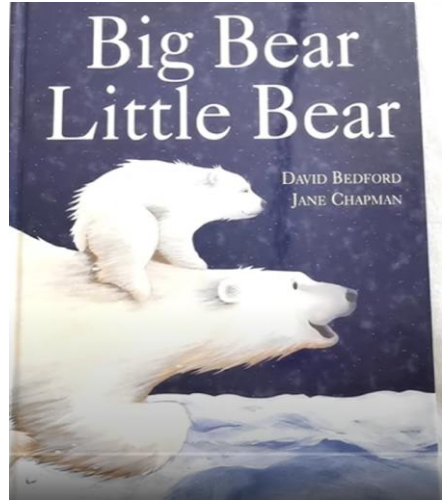


Summer 1: Extreme Environments

Key books this term



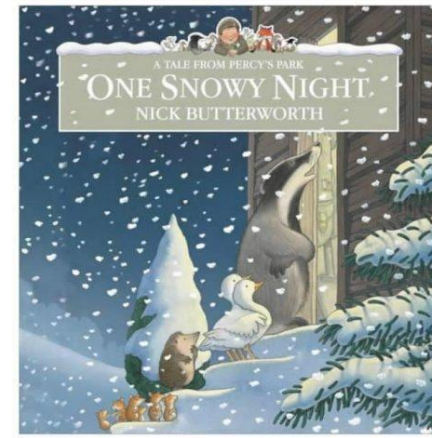
Big Bear Little Bear

Key Vocabulary:

- **The Arctic:** the northern most polar region.
- **Den** A den is a cosy shelter that the bears live in. .
- **Fur:** Fur is thick hair designed to keep animals warm. .
- **Scoop:** An action for digging or lifting.
- **Tundra:** A vast, cold, treeless biome found in The Arctic.

Key Questions?

- What animals might you find in the north pole?
- Why did Little Bear feel like he was flying?
- How fast can a polar bear run?



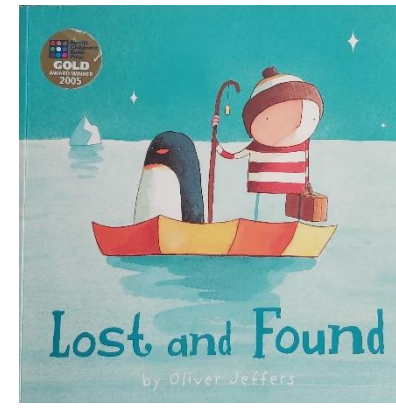
One Snowy Night

Key Vocabulary:

- **Snowy:** covered with snow.
- **Shivering:** shaking slightly or uncontrollably as a result of being cold, frightened or excited.
- **Chuckle:** laugh quietly or inwardly.

Key Questions?

- How do you think the animals might be feeling?
- Would you expect to see these animals in winter?
- What do some animals sometimes do in winter?
- What other synonyms can you think of for 'shivering'?



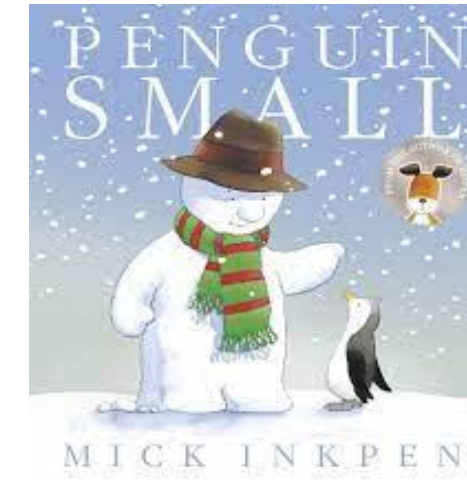
Lost and Found

Key Vocabulary:

- **Penguin:** a group of aquatic flightless birds.
- **South Pole:** the southernmost point of Earth.
- **Harbour:** a place on the coast where ships may moor in shelter.
- **Delighted:** feeling or showing great pleasure.
- **Floated:** rest or move on or near the surface of a liquid without sinking.

Key Questions?

- What do you think a Lost and Found Office is?
- Why do you think the boy chose to help the penguin find his way home?
- What do you think the weather is like in the south pole?
- Why was the boy so disappointed?
- How do you think the boy and penguin were feeling when they rowed south for many days?
- How do you think the boy and penguin were feeling when they came to huge waves?



Penguin Small

Key Vocabulary:

- **terrified** – cause to feel extreme fear
- **Icicle** – a hanging piece of ice
- **Eskimos** – a member of an indigenous people
- **Antarctica**- the south polar region
- **Arctic**- the north polar region

Key Questions?

- What couldn't the penguin do? Why? Is there anything that you can't do?
- Where did the penguin and the snowman float to? What was the difference between the 2 places?
- The snowman couldn't speak. How do you learn new words?
- Which people might you find living in the polar regions? What animals might you find there?



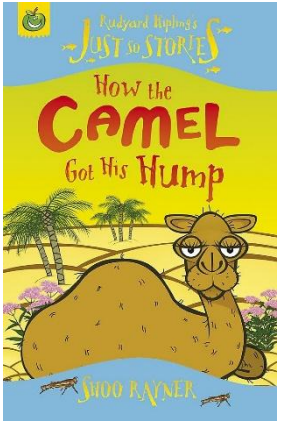
Meerkat Mail and How the Camel Got His Hump

Key Vocabulary:

- **Heat:** the quality of being hot; high temperature
- **Equator:** a line notionally drawn on the earth equidistant from the poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0°
- **Desert:** a place that doesn't say rain and are classed as drylands.
- **Habitat:** the natural home or environment of an animal, plant or other organism.
- **Temperature:** temperature is the measure of hotness or coldness expressed in terms of any of several scales, including Fahrenheit and Celsius.

Key Questions?

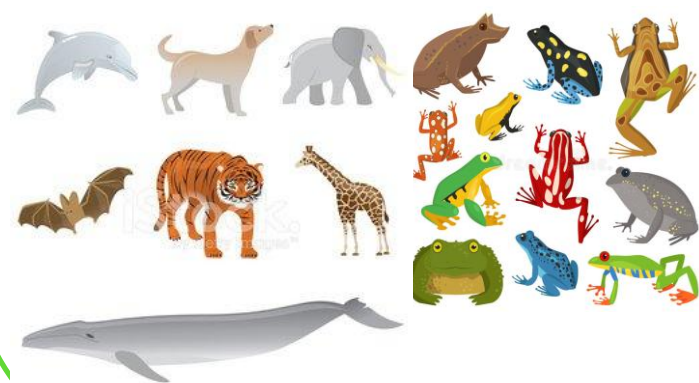
- What animals live in hot climates?
- What countries have a hot climate?
- Where on the map or globe are the hot climates?
- What do animals in hot climates eat?
- Where do they find shelter?
- What is the temperature in a hot climate?
- If you were an animal, how might you feel living in a hot climate?



Science

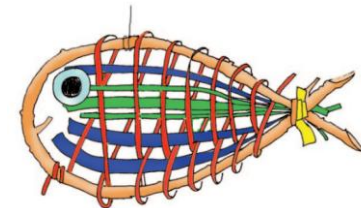
Children will be learning to identify that most living things live in habitats to which they are suited. They will describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

Children will also find out about and describe the basic needs of animals, including humans, for survival (water, food and air).



Design and Technology

This half term the children will be using textiles to design, make and evaluate. They will develop their weaving skills using fabric and a loom.



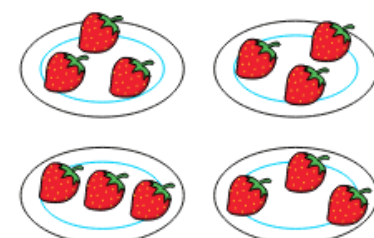
Vocabulary

Word	Definition
Pattern	A repeated design.
Weaving	A way of interlacing threads.
Warp	The lengthwise threads in weaving.
Weft	The threads that go in and out across the warp in weaving.
Yarn	A length of interlocked threads.

Mathematics

Multiplication and Division

Children will begin by counting in steps of 2, 5 and 10. Children will then be introduced to the mathematical language such as multiplication. They will recognise what equal groups are and know that equal groups are still equal even if they look different. They will explore making unequal groups by adding and removing from some of the groups. Children will use their understanding of equal and unequal groups to learn about division and sharing.



AT HOME: Practise counting in steps of 2, 5 and 10.

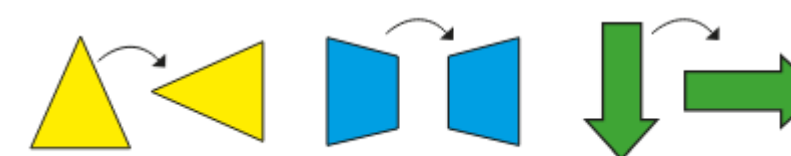
Fractions

Children will learn about the fractions half and quarter. They will find and recognise half and quarters of a shape and an amount.



Geometry – Position and direction

Children will learn how to describe turns and positions. They will use mathematical language such as forwards, backwards, above, below, left and right. Children will describe turns using half turn, quarter turn or three-quarter turn.



Geography



The children will be learning how to use simple compass directions (North, South, East and West) and to name and locate the world's seven continents and five oceans. They will also be able to identify hot and cold areas of the world in relation to the Equator and the North and South Poles.

Vocabulary

Direction, left, right, forwards, backwards, north, south, east, west, compass, Earth, Globe, Asia, Europe, Africa, North America, South America, Australia, Antarctica, Pacific, Atlantic, Indian, Southern, Arctic, North Pole, South Pole, Equator.

R.E

The children will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong.



Year 1

Story writing (narrative)

This half term, the children will become authors.. As authors, children will be thinking carefully about constructing a story that has a clear beginning-middle and end. We will be working on applying correct spellings and letter formation during our written pieces.

Reception

The children will continue to work towards writing simple sentence independently. They will be using their knowledge of phonics to write decodable words and will be using their key word knowledge to write some tricky words correctly, for example the, go, we, said

For Reception children to achieve the Early Learning Goal in writing, they need to be forming most letters correctly.

English

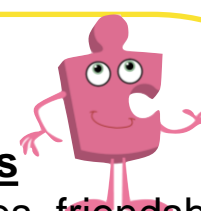
YEAR 1 Phonics screening check - June 2026

On **Wednesday 16th April 8.30am** we will be holding a stay and Play session for parents and carers. During this time we will be providing information about the Statutory Phonics Screening Test that all Year 1 children will complete in June 2026. Please keep an eye out for some additional phonics practice tasks that will be sent home with the children.

AT HOME: Please work on sound recognition, identifying and reading them within words. Blending skills are hugely important to pass the phonics screening check in **June**

Jigsaw

Relationships



Children will explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the six lessons, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves.

PE

Indoor PE- Dance

Outdoor PE- Striking and fielding games, developing throwing, catching, batting and tactical play.



Art

The children will be developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will apply these skills when making a mixed media collage.



Music

The children will be recognising changes in pitch and copying simple pitch patterns. They will be performing simple melodic patterns using voices and pitched instruments.



Key Instant Recall Facts

Year 1 | Summer 1



I can count in 2s to 20.

I can count in 10s to 100.

I can count in 5s to 50.

By the end of this half term, children should be able to count in these three counting patterns. The aim is for them to say these off by heart. They should be able to count in these patterns and may be able to say if a number will be in the counting in twos, fives or tens pattern.

Counting in twos	Counting in tens	Counting in fives
0	0	0
2	10	5
4	20	10
6	30	15
8	40	20
10	50	25
12	60	30
14	70	35
16	80	40
18	90	45
20	100	50

Top tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a week where you practise each pattern.

When the children are confident with these facts can they count in 2s beyond 20 or in 5s beyond 50?

Counting games: <https://www.topmarks.co.uk/learning-to-count/paint-the-squares>



Key Instant Recall Facts

Reception | Summer 1



I can recall some number bonds of numbers 0-10.

I know some odd and even numbers to 10.

By the end of this half term, children should be able to say some number bonds of numbers to 10. The aim is for them to say these bonds instantly when they see the whole number. They should also be able to say whether a number up to 10 is odd or even.

Children should know number bonds of any number between 1 and 10. Below are example of how to make 1, 2, 3, 4 and 5.

The children may be able to represent the number bonds on a tens frame or on a part whole model:

$0 + 1 = 1$
 $1 + 0 = 1$

 $0 + 3 = 3$
 $1 + 2 = 3$
 $2 + 1 = 3$
 $3 + 0 = 3$

 $0 + 5 = 5$
 $1 + 4 = 5$
 $2 + 3 = 5$
 $3 + 2 = 5$
 $4 + 1 = 5$
 $5 + 0 = 5$

$0 + 2 = 2$
 $1 + 1 = 2$
 $0 + 2 = 2$

 $0 + 4 = 4$
 $1 + 3 = 4$
 $2 + 2 = 4$
 $3 + 1 = 4$
 $4 + 0 = 4$

Even numbers: 2, 4, 6, 8, 10, Odd numbers: 1, 3, 5, 7, 9

Top tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

Reception Phonics- We will be teaching term 3 and recapping terms 1 and 2. Please make sure you are practising these sounds and words regularly at home. Flashcards have been and will continue to be sent home.

Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k ck	e u r	h b	f ff l ll ss	j v w x	y z zz qu	ch sh th _(v) th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of ASSESSMENT 1	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	ASSESSMENT 2
TERM 2	oo (u)	ow	ee	ur	ai	or	oa	er	igh	air	ol	ear ure
	look now down	look now down	see going just have	see going just have	it's do so	it's do so ASSESSMENT 3	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	day, away play children ASSESSMENT 4
TERM 3	CVCC	CCVC	CVC+ with previously taught graphemes	CVC+ with previously taught graphemes	CCVCC	CCVCC	CVC+ polysyllabic	CVC+ compound words	CCC onset words CCVCC+ with previously taught graphemes	CCVCC+ with previously taught graphemes	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	Blending Segmenting made make came	Blending Segmenting I'm very old	Blending Segmenting called asked looked	Blending Segmenting their our	Blending Segmenting Mr, Mrs don't	Blending Segmenting people could ASSESSMENT 5

Year 1 Phonics- We will be teaching term 3 and recapping terms 1 and 2. Please make sure you are practising these sounds and words regularly at home. Flashcards have been and will continue to be sent home. **Extra materials will also be sent home in preparation for the Phonics Screening Check in June.**

Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	
TERM 1	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es ASSESSMENT 1 a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSESSMENT 2 ea ea	er ir ur	oo oo oa	ASSESSMENT 3 oe suffixes er/est	ou ow ow	
	a, be, he, me, we, she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, one once, friend your	the, of said here there you school	house, our where were they says are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, I'm into, too don't	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	HFW REVISION	more, horse gone, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know	
YEAR 1 CEWs												100 HFWs	200 HFWs
TERM 2	ue ue ew	ew k before y i e ASSESSMENT 4	ie ie igh	or ore aw	au air Prefix un	ASSESSMENT 5 ear (Long E-) ear (air)	are y ph	wh e o	ASSESSMENT 6 Review ff ll ss zz ck nk tch	Review ve ai oi ay	Review oy a-e e-e l-e	Review o-e u-e u-e ar	
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, took, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	he's, we're even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	floppy, any many, every everyone baby, only suddenly pulled	want, wanted great, us has, inside liked, can't didn't, key hear, white	love something coming, fly why, new use, there where, boy	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stopped	thought through magic narrator once, air, who I've, I'll, these	200 HFW REVISION	
200 HFWs													
TERM 3	g c PHONICS SCREEN	Review ee ea ea er	Review ir ur oo oo (u)	Review oa oe ou ow	ASSESSMENT 7 Review ow ue ue ew	Review ew le ie igh	Review or ore aw au	Review air ear ear are	Review y ph wh e ASSESSMENT 8	Review o Prefix un k before e, y, i 2 syllable words	Compound Words Numbers Contractions	Days Months Colours	
	HFW REVISION	be, he, me, we she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, here there, friend your	the, of said house our one once	where were they says are, ask, put push, pull full, a	from, help back, animals will, this, that then, them with, went, just children, off	made, make came, like time, by, my I, I'm into, too don't	see, day very, have when, about out, people	down, now look, looked asked could saw, all	Mr, Mrs their little what called	HFW REVISION too	HFW REVISION	
YEAR 1 CEWs						100 HFWs							