

# YEAR 1: ENGLISH 1: Learning Journey: Summer: Descriptive writing.

## What I already know:

Capital letters at the start of a sentence  
 Full stops at the end of a sentence  
 Finger spaces between words.  
 'Fred Frog fingers' to sound out the words.

## Key Vocabulary:

It was Brilliant, Best, Exciting, The most Super, Fantastic, Great, It will, Now you can, Try, Experience, serene, magnificent, superb, spectacular, thrilling, tremendous.



To remember what adjectives are.

To remember verbs.

To learn learn about adverbs.

To learn about prepositions.

To practice composing descriptive sentences using a range of adjectives, verbs, adverbs and prepositions.



To work on a larger piece of descriptive writing with support.

To continue with the same piece of descriptive writing independently.

## What I need to remember:

### Genre

To use expanded noun phrases to interest the reader.

To use strong adjectives to persuade.

### SPAG

Capital letters  
 Full stops  
 Finger spaces  
 Fred Fingers  
 -ed suffix spelling when there is no change to the root word.



# YEAR 1: ENGLISH 2: Learning Journey: Summer 1: Report

## What I already know:

Previously, children have been introduced to writing simple sentences and extending these with the use of simple conjunctions. Children have learnt what a noun is and used adjectives to describe nouns. Children have had practise orally constructing sentences before writing them down. Children have wrote experienced writing at length and the importance of checking and editing their writing.

## Key Vocabulary:

**Non-fiction, Chinese New Year, onomatopoeia, verb, present tense, exclamation work, statement, conjunction, and, recount, edit, celebrate, preparation, red, lantern, bad luck, good luck, envelopes, fireworks, money, parade, money, drums.**

To understand what a non-fiction report is.

To be able to use conjunctions to extend sentences.



To use the present tense when writing.

To write statements and questions.



To use interesting sentence starters.

To understand the structure of a report and plan their own.



To write a report on the pollution of rivers.

## What I need to remember:

### Genre

Non-Fiction - real life events.

Report - to write factual sentences.

### SPAG

A noun can be a place, object or person.

Capital letters  
Full stops  
Finger spaces.

# YEAR 1: MATHS: Learning Journey: Summer: Multiplication and Division

## What I already know:

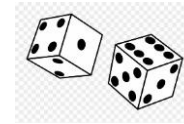
I can count forwards and backwards to 20.  
I can count in 2s, 5s and 10s.  
I know the number bonds to 10  
I know the number bonds to 20.

## Key Vocabulary:

multiply, groups, divide, share, counting, tens, ones, digits, number line, number track, manipulatives.

To be able to count in 2s, 5s in 10s to solve problems.

To make equal groups and add them together..



To make arrays to solve multiplication problems.

To find doubles.



To recognise the multiplication sign and perform repeated addition.



## What I need to remember:

To apply the skill of counting in 2s, 5s and 10s to aid counting in the future.  
To use double number facts to solve multiplication problems in the future.  
To be able to apply repeated addition to be able to learn multiplication facts such as times tables in the future.

To be able to share numbers and quantities into equal groups.



# YEAR 1: MATHS: Learning Journey: Summer: Fractions

## What I already know:

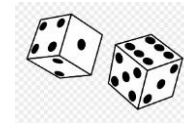
I can share numbers and quantities into equal groups.  
I can make equal groups and add them together.  
I can make arrays to solve multiplication/division problems.

## Key Vocabulary:

fraction, sharing, multiplying, grouping, whole, half, quarter, third.

To make half of shapes.

To find half of quantities.



To find a quarter of shapes.

To find a quarter of quantities.


$$1+2=3$$

To use fractions to make a whole.



## What I need to remember:

To remember how to make  $\frac{1}{2}$  and  $\frac{1}{4}$  of shapes and quantities.

To remember how to use fraction knowledge to solve problems in the future.

To apply knowledge of fractions to reasoning problems.



# YEAR 1: MATHS: Learning Journey: Summer: Place Value (within 100)

## What I already know:

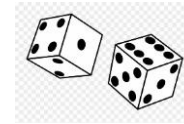
- I can count to 100.
- I can count in 10s.
- I can partition numbers to 50 into 10s and 1s.
- I have a secure understanding of place value to 50.
- I can order and compare numbers to 50.

## Key Vocabulary:

Counting, forward, backward, partition, grouping, more, less, compare, sequence, order, symbols, sentence stems, place value, hundreds, tens and ones.

To count to 100 by making tens.

To count forwards and backwards using a 100 square.



To partition numbers - grouping by 10s and 1s.

To compare numbers using language and symbols.

## What I need to remember:

To remember how to group into tens for faster counting.

To remember place value - partitioning numbers into hundreds, tens and ones correctly.

To order numbers.



To find one more and one less.



A small blackboard on a stand displays the simple addition equation  $1+2=3$ .

# YEAR 1: MATHS: Learning Journey: Summer: Money

## What I already know:

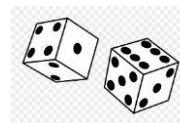
I can recall coins we previously learned in reception.  
I can use my knowledge of counting in 2s, 5s, and 10s to help with adding money.

## Key Vocabulary:

Coins, notes, pounds, silver, copper, 1 pence, 2 pence, 5 pence, 10 pence, 20 pence, 50 pence, £1, £2, £5, £10, £20, £50, adding, subtracting, change.

To recognise coins.

To order coins.



To recognise notes.

To order notes.



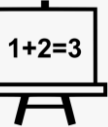
To add coins.

## What I need to remember:

To remember the different coins and notes we have learned.

To remember strategies to add money and find the correct change.

To add coins and notes.



# YEAR 1: MATHS: Learning Journey: Summer: Time

## What I already know:

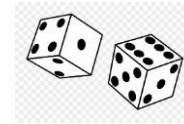
I can recall sequencing events in the day (reception).  
To recall the order of the days of the week (reception).  
To be able to spell some of the days of the week (Y1)

## Key Vocabulary:

before, after, morning, afternoon, evening, earlier, later,  
monday, tuesday, wednesday, thursday, friday, saturday,  
sunday, january, february, march, april, may, june, july,  
august, september, october, november, december,  
seconds, minutes, hours, days, weeks, months, years,  
decades, centuries, analog, digital.

To use language  
related to time  
(before and after)

To recall and order  
days of the week and  
months of the year.



To tell the time  
by the hour.

To tell the time by the half  
hour.

$$1+2=3$$

To write and record the  
time.



## What I need to remember:

To remember the clock face has a  
longer minute hand and a shorter  
hour hand and distinguish  
between the two.

To remember the days of the  
week and months of the year in  
order.

To compare time.



# YEAR 1: HISTORY: Learning Journey: Summer:

## What I already know:

I can order events in time and used everyday terms about the passing of time.  
I can answer questions about people/events in the past using pictures and written sources.  
I can find for similarities and differences between today and the past

## Key Vocabulary:

Victorian, a very long time ago, before, after, past, present.  
Lighthouse, lifeboat, RNLi, island, Northumberland, rescue, storm, ship.  
Kind, caring, brave, compassionate, courageous, strong-willed.

To understand the differences between Grace's life in the Victorian times and life in the present.

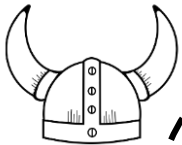


To understand the differences between Grace's life in the Victorian times and life in the present.

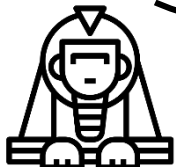


To understand the events of Grace Darling's rescue of the passengers of the Forfarshire.

To sequence the events of Grace Darling's rescue of the passengers of the Forfarshire



To understand how and why Grace Darling became famous.



To understand why the story of Grace Darling is still important

## What I need to remember:

Some of the main events in Grace Darling's life.  
The story of Grace Darling.  
The reason for her actions.  
The links between the heroism of Grace Darling and modern RNLi medal winners.



# YEAR 1 GEOGRAPHY - Learning Journey Our Place in the World

## What I already know:

Last unit we looked at human and physical features and located these on a map. We learnt that to be a good geographer we need to ask questions to find out more information.

We explored maps and located features such as our school, main roads and other points of interest. We also looked at the area around our school; locating it on a map and looking for points of interest.

## Key Vocabulary:

Continents, world, oceans, Asia, Africa, North American, South American, Europe, Australia, Arctic, North Atlantic, South Atlantic, North Pacific, South Pacific, Indian, and Southern oceans, United Kingdom, locate, map, north, south, east west.

I can list and locate some continents of the world.



I can list and locate some oceans.



I know where the UK is on the map.



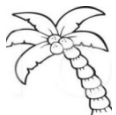
I know where the North East is and I can locate it on a map.

I can locate some different countries on a map.

I can describe some human features of the North East.



I can describe some physical features of the North East.



## What I need to remember:

### Maps skills

Local means close by to me - school and my home are local areas to me.

Use a compass to follow directions.

# YEAR 1: SCIENCE: Learning Journey: Summer: Seasons

## What I already know:

I can name the four seasons of the year.  
I can describe what the weather's like during each season.  
I can describe what happens to most trees and plants during each season.  
I can suggest which clothes to wear in each season.

## Key Vocabulary:

season, month, weather, rainfall, temperature, wind speed, daylight hours, trees, plants, environment, information, data, signs, record, collect, sun safety.

To describe how day length varies from winter to spring.  
To identify changes in the trees and in clothes that we wear from winter to spring.

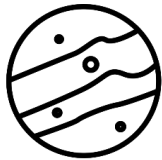


To observe and describe the weather in spring.  
To collect and record data about the weather in spring.



To identify signs of spring.

To describe how day length varies from spring to summer.  
To identify changes in the trees and in clothes that we wear from spring to summer.



To observe and describe the weather in summer.  
To collect and record data about the weather in summer.



To explain how to stay safe in the sun.

## What I need to remember:

The four seasons of the year.

The months of the year and which season they fall under.

The weather and environmental changes during each season.

Ways in which we can collect data about the weather.

# YEAR 1 SCIENCE - Learning Journey PLANTS (Autumn)

## What I already know:

Explored the natural world around them, making observations and drawing pictures of animals and plants. Know some plants, flowers and trees - began to describe them. Show care for the natural world.

## Key Vocabulary:

blossom, branch, bud, bulb, deciduous, evergreen, flower, flowering, fruit, garden, leaf, leaves, petal, root, seed, stem, trunk, vegetables, wild

To understand the difference between bulbs and seeds.



To name and compare the parts of plants

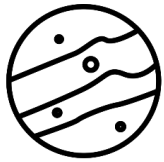


To identify and name some common garden and wild plants.

To name, sort and compare some common fruit and vegetable plants.

To identify and name some common trees.

To name and compare some common plants and trees.



I can work scientifically



## What I need to remember:

- plants grow from seeds/bulbs.
- plants need light and water to grow.
- garden plants are plants people choose to grow.
- weeds are wild plants.
- a wild plant grows where a seed lands.

# YEAR 1 COMPUTING - Learning Journey (Summer)

## What I already know:

Use the computer in a safe way.  
Log into a computer system.  
Open and edit files.  
Save my work.  
Created digital artwork.

## Key Vocabulary:

mouse, shift, change, font, size, text, appearance,  
choices, computer, keyboard, monitor, save, open,  
edit

To recognise that a keyboard is used to enter text into a computer.

To recognise that the Shift key changes the output of a key.



To recognise that text can be changed.

To recognise that text can be edited.

To recognise that the appearance of text can be changed.

To consider the impact of choices made.

**What I need to remember:**  
The rules of using a computer in school.  
Keep password and usernames safe.  
Use the computer safely.



# YEAR 1 COMPUTING - Learning Journey (Summer)

## What I already know:

Use the computer in a safe way.  
Log into a computer system.  
Open and edit files.  
Save my work.  
Created digital artwork.

## Key Vocabulary:

mouse, shift, change, font, size, text, appearance,  
choices, computer, keyboard, monitor, save, open,  
edit

To enact a given word.

To recall words that can be enacted.



To match a command to an outcome.

To recall that a series of instructions can be issued before they are enacted.

To choose a command for a given purpose.

To combine commands in a program

**What I need to remember:**  
The rules of using a computer in school.  
Keep password and usernames safe.  
Use the computer safely.



# YEAR 1 ART AND DESIGN - Learning Journey: Summer: Wilderness Landscapes

## What I already know:

I know and use the primary colours confidently.  
I know how to mix paint to make new colours.  
I know the sketches of Beatrix Potter.  
I know how to make prints.

## Key Vocabulary:

Picture, painting, perspective, image, likeness, sketch, colour, light, dark, oil paint, ink, paper, canvas, background, foreground, middle ground, horizon, mood, compare, different, alike, landscape, wilderness

To look closely at the composition of landscapes and use shape, line and proportion to make accurate drawings.

To experience creating foreground, middleground and background drawings and collages.



To imagine and explore layered collage landscape pictures to show mood.

To create 3D landscapes using paper folding and pop out techniques.



To refine collage and perspective designs to include seasonal colour and proportion choices.



To reflect on designs and skills to complete and evaluate my final piece.

## What I need to remember:

To look closely to find the foreground, middle ground and background.  
To mix primary colours to make new colours.  
To make layered collages.  
To make landscape artworks.  
To evaluate the effect of size and shape.

# YEAR 1: MUSIC: Learning Journey: Summer

## What I already know:

I know that songs have different rhythms.  
I recognise the notation of different rhythms.  
I can represent the different rhythms in musical notation.

## Key Vocabulary:

pitch, volume, rhythm, high, low, instrument, string, percussion, woodwind, brass.

To discover what pitch is.

To create high sounds.



To create low sounds.



To follow the pitch.

To change the pitch.



To create high and low sounds.

## What I need to remember:

Much like our voices, some musical instruments can produce different pitched sounds. The noises in our environment are different pitches. We represent different pitches on a staff, the higher the position of the note the higher-pitched the sound and vice versa.

# YEAR 1 DESIGN TECHNOLOGY - Learning Journey (Summer) Tall Ships

## What I already know:

I know how to use knowledge of existing products to generate ideas.

I can follow a simple plan.

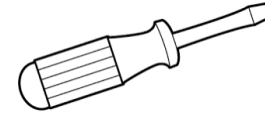
I can build simple structures, finding ways to make them stiffer and stronger.

## Key Vocabulary:

Plan, make, cut, model, stick, glue, weave, material, textile, build, construct, tool, design, develop, function, product, template, mock-up, finish, create, evaluate, compare, equipment, practical,

I can find out about different types of boats and materials they are made from.

I can experiment with different materials, starting with making a paper boat.

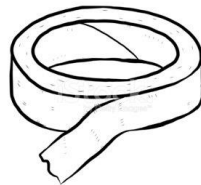


I can evaluate my product.

I can explore how boats move through water.

I can test materials and find out which ones will be ideal for boat making.

I can design and create my boat, taking on board my previous experiments and research.



## What I need to remember:

To use a variety of materials to make my designs appealing.

To make a range of designs around a similar theme; building a repertoire of motifs and techniques.

I can evaluate my product against a design criteria.

