



Cottingley  
Village  
Primary School

Year One

Summer Two Curriculum Letter

TEAM JAMAL

Mrs Jamal

Reach for the stars!

TEAM HARPER

Mrs Harper

Nothing is impossible!

**Why are our oceans and seas so  
important to our planet?**

### **Week 1 – History - How have seaside holidays changed over time?**

As Historians, we will discover more about the characteristics of traditional seaside holidays by exploring photographs from the past and in more recent times. We will use historical vocabulary, such as 'in the past' and 'a long time ago' as we explain what we can see. We will learn more about their rise in popularity and the reasons for this. We will think about our own holiday experiences and compare them to holidays in the past, identifying the similarities and differences between the two.

### **Week 2 and 3 – Music – How is music created from the world around us?**

As Musicians, we will think about sounds associated with the seaside to create a class sound map. We will appraise pieces of music that already exist about the seaside, such as 'The Big Ship Sails', encouraging the children to explain what they like and dislike about it. We will then use our knowledge of seaside sounds to choose the most appropriate instruments to represent those sounds as we compose our own piece of seaside inspired music. To help us as we compose our pieces of music, we will explore notations as a way of recording the sounds we are planning to use. Finally, we will perform our class compositions to an audience.

### **Week 4 – Art – How are artists inspired by the sea?**

As Artists, we will develop our understanding of how to form and communicate our own opinions about an artist's piece of work. We will begin to use simple artistic vocabulary to explain what we have liked and disliked about a piece of art and refer to simple elements of an art piece by explaining what we can see.

We will mix and use paint to create different colours and use different brushes and tools to create different textures on a background. We will develop our drawing skills using our imagination to create simple drawings of sea creatures, adding texture using different medium. We will then combine the drawings and the backgrounds to create a mixed media collage of under the sea.

### **Week 5 and 6 – Computing – How can technology be used to represent the seaside?**

In Computing, we will use simple programmes to create artwork of the seaside. We will explore how we can use different tools to create different effects just as we would if we were working with paper, paint and brushes. We will make links to our own experiences of the seaside as well as using images to help us include the most common features in our artwork. We will make links back to our previous learning, following instructions in a given order to enable us to save our work.

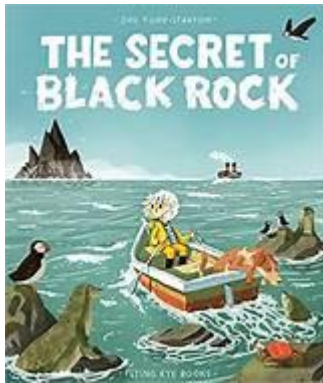
We will also use different programmes to explore how music can be created using technology. We will learn how to select and group instruments, change the speed and volume and add different effects as we create our own musical pieces.

## Reflection

As we reach the end of this theme, we will develop our reflectiveness skills and look back at all our learning over the past few weeks. We will discuss and share which skills we have developed and all our new knowledge. We will talk about any aspects of our learning that we found challenging and why, and which parts we especially enjoyed.

## English

The next story that we will explore as part of this theme is 'The Secret of Black Rock'. As we read, we will make predictions about what we think might happen next based on the clues from the story so far. As we follow Erin's journey in the story, we will discuss how her feelings change and develop our inference skills as we use our story knowledge to explain why. We will retell the key events by writing the story in our own words, using adjectives to bring our stories to life, describing all the amazing experiences Erin has as she discovers the secret of Black Rock. We will then make links to our learning in Science as we explore under the sea to discover all of the incredible creatures that live there. Using the information that we have discovered, we will create our own fact files, using what we already know about this type of non-fiction writing. Our writing will be organised under subheadings and be written in the third person.



## Maths

As Mathematicians we will continue to develop our understanding of place value in numbers up to 100. We will use the value of each digit within a two-digit number to help us to compare and order numbers from the smallest to the greatest. We will consolidate our previous learning on finding one, then ten more and less by using practical resources such as 100 squares and our knowledge of number patterns. We will also continue to use concrete manipulatives such as base ten and counters to represent two-digit numbers.

We will revisit our previous learning about time and 'o'clock' to help us understand 'half past' times; recognising and reading these times from an analogue clock as well as being able to set clocks to given 'half past' times. As we move on to position and direction, we will use our knowledge of how the hands move on the clock face to help us understand how to make clockwise and anticlockwise turns. We will work practically, making these full, half, one quarter and three-quarter turns using objects and shapes. We will use vocabulary such as 'left' and 'right' to describe the direction of movement as well as to describe the position of one object in relation to another, for example "The is to the left/right of the".

## **Phonics**

### **Week 1**

/eigh/ eight

/aight/ straight

/ey/ grey

/ea/ great

/kn/ know

/gn/ sign

/mb/ thumb

/ere/ here

/eer/ cheer

Read and write the Tricky Words – busy, beautiful, pretty, hour.

### **Week 2**

/su/ treasure

/si/ vision

/dge/ bridge

/y/ gym

/ge/ large

Read and write the Tricky Words – move, improve, parents, shoe.

### **Week 3**

/ti/ friction

/ssi/ mission

/si/ mansion

/ci/ special

### **Week 4 Review Week**

/ce/ dance

/se/ horse

/ze/ breeze

/le/ puddle

/al/ petal

/gn/ sign

/kn/ know

/mb/ thumb

/dge/ bridge

/ge/ large

/g/ energy

### **Week 5 Review Week**

/se/ science

/st/ castle

/wr/wriggle

/wh/whine

Suffix – ed (searched), -ing (chasing)

## **PE – Wear your PE kit to school!**

PE will be every **Tuesday afternoon** for each Year One class. Please can you ensure that your child comes to school in the correct PE kit on **Tuesday** each week.

Please ensure all uniform is **PLAIN** with no logos or lines.

Plain White T-shirt/Polo

Plain Blue/Black Shorts

Plain Blue/Black Jogging bottoms

Trainers

(If you choose to during winter)



## **Learning for Life – Who helps to keep us safe?**

**PSHE** – We will develop a deeper understanding of relationships, specifically those who help us. We will make links to our own knowledge of jobs in the wider community and identify those that can help us in an emergency. We will learn what a trusting relationship is and what it is not, being signposted to help and support.

### **E safety: How can I keep my personal information safe?**

We will identify a range of different personal information. We will begin to understand that we need to ask an adult before sharing any personal information online. We will understand the need for passwords to protect personal information and how people use them to log on to things.

## **Science – Seasonal Changes**

As Scientists, every half term we will spend time observing the changes to our world as the seasons change. We will describe what we notice about the weather during each season, discussing what is the same and different across the year. We will become increasingly familiar with scientific vocabulary and develop our confidence when using it to explain our understanding. We will develop our knowledge of days of the week and months of the year, understanding their order, and answering questions about what came before and what will come after. We will work as Scientists as we produce weather reports, measure and record the temperature and compare our findings to previous recordings.