

# Class 1 Essential Knowledge

Summer 1 2025

In English we are looking at the story 'Where the Wild Things Are' by Maurice Sendak

## WHERE THE WILD THINGS ARE



STORY AND PICTURES BY MAURICE SENDAK

### D: Portal Narrative and Information Text

#### Vehicle Text

Where the Wild Things Are

#### Writing Outcome & Writing Purpose

**Narrative:** A Portal Story

**Purpose:** To narrate

**Information:** Wild Things

**Purpose:** To inform

#### Grammar: Word

**Build on previous units & focus on:**

Adding the suffixes -ing, -ed and -er to verbs

Adding the suffixes -er and -est to adjectives

How the prefix un- changes the meaning of verbs and adjectives

#### Grammar: Sentence

**Build on previous year & focus on:**

Combining words to make sentences

Joining words and clauses using 'and'

#### Grammar: Text

**Build on previous year & focus on:**

Sequencing sentences to form short narratives

#### Grammar: Punctuation

**Build on previous year & focus on:**

Separation of words with spaces

Capital letters

Full Stops

Question mark

Exclamation mark

Capital Letters for names and the personal pronoun - I

# RECEPTION MATHS

## Week 1 and 2

**Step 1** Build numbers beyond 10 (10-13)

**Step 2** Continue patterns beyond 10 (10-13)

**Step 3** Build numbers beyond 10 (14-20)

**Step 4** Continue patterns beyond 10 (14-20)

**Step 5** Verbal counting beyond 20

**Step 6** Verbal counting patterns

**Step 1** Add more

**Step 2** How many did I add?

**Step 3** Take away

**Step 4** How many did I take away?

## Week 3

**Step 1** Select shapes for a purpose

**Step 2** Rotate shapes

**Step 3** Manipulate shapes

**Step 4** Explain shape arrangements

**Step 5** Compose shapes

## Week 4

**Step 6** Decompose shapes

**Step 7** Copy 2-D shape pictures

**Step 8** Find 2-D shapes within 3-D shapes

**Step 1** Explore sharing

**Step 2** Sharing

## Week 5

**Step 3** Explore grouping

**Step 4** Grouping

**Step 5** Even and odd sharing

**Step 6** Play with and build doubles

# Year 1 Maths

## Week 1-2

**Step 1** Count in 2s

**Step 2** Count in 10s

**Step 3** Count in 5s

**Step 4** Recognise equal groups

**Step 5** Add equal groups

**Step 6** Make arrays

**Step 7** Make doubles

**Step 8** Make equal groups - grouping

**Step 9** Make equal groups - sharing

## Week 3-4

**Step 1** Recognise a half of an object or a shape

**Step 2** Find a half of an object or a shape

**Step 3** Recognise a half of a quantity

**Step 4** Find a half of a quantity

**Step 5** Recognise a quarter of an object or a shape

**Step 6** Find a quarter of an object or a shape

**Step 7** Recognise a quarter of a quantity

**Step 8** Find a quarter of a quantity

## Week 5

**Step 1** Describe turns

**Step 2** Describe position - left and right

**Step 3** Describe position - forwards and backwards

**Step 4** Describe position - above and below

**Step 5** Ordinal numbers



# Year 2 - Maths

## Week 1

**Step 4** Four operations with mass

**Step 5** Compare volume and capacity

**Step 6** Measure in millilitres

**Step 7** Measure in litres

**Step 8** Four operations with volume and capacity

**Step 9** Temperature

## Week 2 and 3

**Step 1** Introduction to parts and whole

**Step 2** Equal and unequal parts

**Step 3** Recognise a half

**Step 4** Find a half

**Step 5** Recognise a quarter

**Step 6** Find a quarter

**Step 7** Recognise a third

**Step 8** Find a third

**Step 9** Find the whole

**Step 10** Unit fractions

## Week 4

**Step 11** Non-unit fractions

**Step 12** Recognise the equivalence of a half and two quarters

**Step 13** Recognise three-quarters

**Step 14** Find three-quarters

**Step 15** Count in fractions up to a whole

## Week 5

**Step 1** O'clock and half past

**Step 2** Quarter past and quarter to

**Step 3** Tell time past the hour

**Step 4** Tell time to the hour

**Step 5** Tell the time to 5 minutes

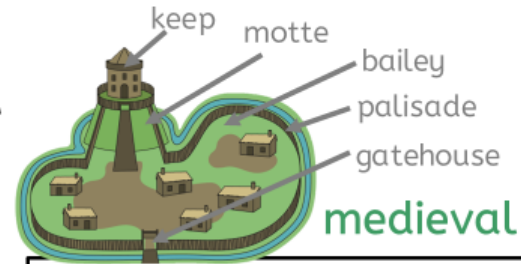
**Step 6** Minutes in an hour

**Step 7** Hours in a day

# History

## Homes through time

In **prehistoric**, **medieval** and **Tudor** times, people went to the toilet in pots and then took it outside. There was no running water. Fires were very important to keep people warm.



- Motte-and-bailey castles were built to keep people safe.
- They were built from wood and wattle and daub.

### Tudor



- In Tudor houses, the upper floors stuck out. This is called **jettying** and gave more space.
- They were built from wood and wattle and daub.



### prehistoric

- Prehistoric roundhouses were made of wood and wattle and daub.



### Victorian

- Back-to-back houses were built of brick and glass.
- Shared toilets were outside, fires were important, and there was running water.

### Present living memory

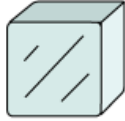

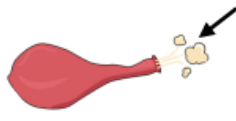


## Solids, Liquids and Gases

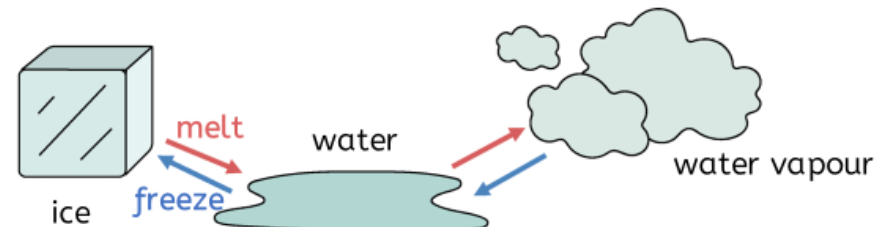
### 1. The big picture

Matter is what everything is made of. Matter exists in one of three states: solids, liquids and gases.

### 2. Properties of Solids, Liquids and Gases

	 solids	 liquids	 gases
They have a fixed shape (unless pushed or pulled).	✓	✗	✗
They take the shape of the container they are in.	✗	✓	✓
They can flow.	✗	✓	✓
They can be compressed.	✗	✗	✓

### 3. Changing States



Substances can change from one state to another.

Water can change from a liquid to a solid. Water in a solid state is called ice.

Water can also turn into a gas. Water, when a gas, is called water vapour.



# Art - The Natural World

In Art we are going to be learning about Leonardo Da Vinci and producing our own art using the natural world as a stimulus.

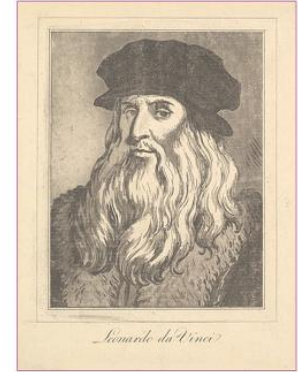
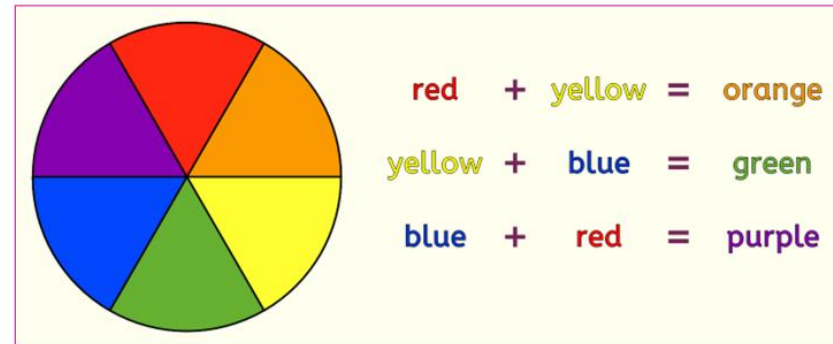
## The Natural World

### Secondary Colours

The three primary colours are orange, green and purple.

They are mixed by combining two primary colours.

If you mix all three primary colours together, you will make the colour brown.



### Leonardo Da Vinci

Leonardo Da Vinci is probably the most famous artist who has ever lived. His painting the Mona Lisa is often described as the most famous artwork in the world.

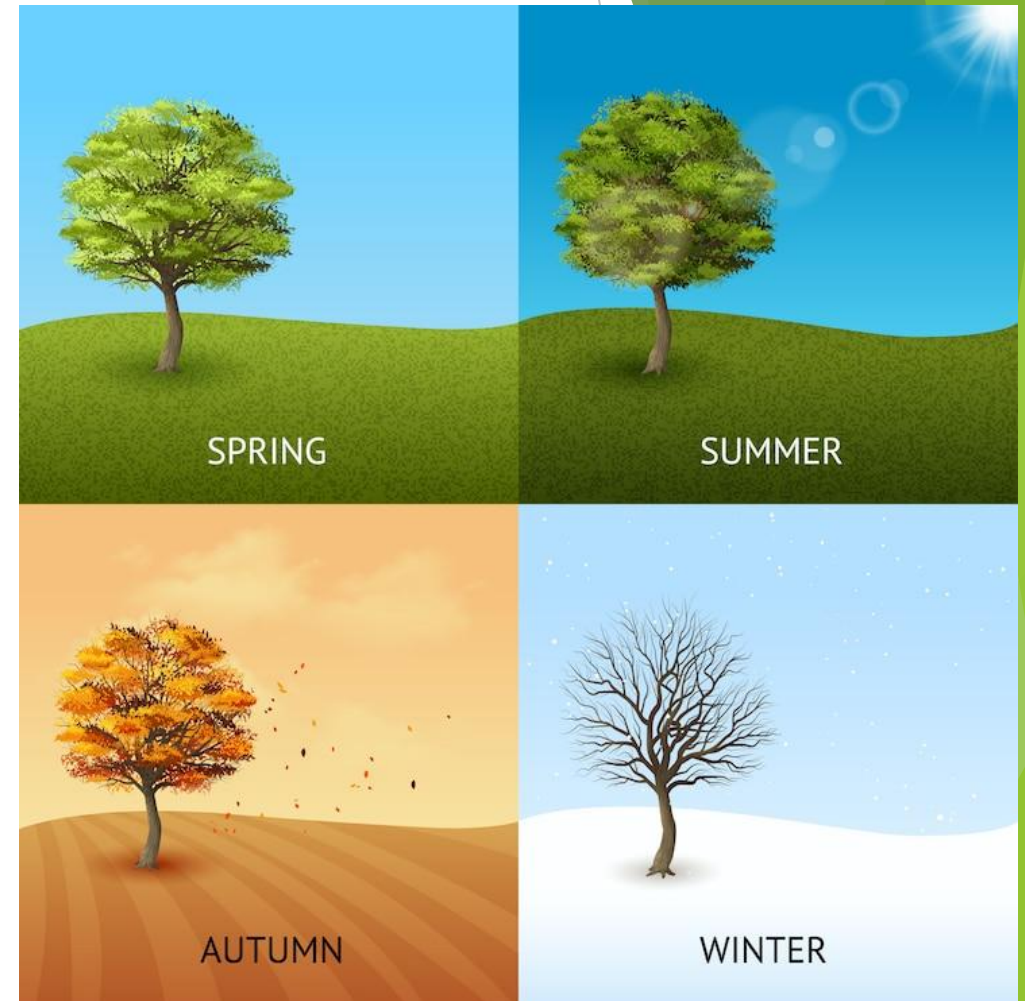
Leonardo Da Vinci described nature as 'the source of all true knowledge'.





# PSHE - Changes

In PSHE this half term we are going to learning all about change. We will be observing changes within the world such as growing seeds as well as talking about how we feel changes within ourselves and how we can support other with change.



# Music



Reception are going '*Down there under the sea*' that paints a musical picture of marine life. The song and unit activities are great for exploring sea-themed soundscapes, composing new lyrics, creating instrumental sea accompaniments, and responding to music with movement.

Year 1 and 3 are learning about Anna Meredith's *Nautilus*! This iconic, futuristic sounding piece is characterised by its heavy beat and rising pitch patterns. Through this music, pupils will develop their feeling and understanding of pitch, beat, and duration. They will listen actively to the piece, interpreting its gestures in dance. They will engage imaginatively with the piece by drawing to the music.



# R.E

In R.E reception are looking at what is special about our world and why as well as looking at the story of creation. We will also be looking at people who are special to us as well as people who are special to people of different faiths.



In R.E year 1 and 2 will be looking at who is Jewish and what is special to them. Within this topic we will be talking about objects in a Jewish home that are special as well as special times that they celebrate in their homes.