

# Class 1 Essential Knowledge

Summer 2 2025

# English

In English we are looking at the story 'The Bog Baby' by Jeanne Willis



C
Vehicle Text
The Bog Baby
Writing Outcome & Writing Purpose
<b>Narrative:</b> Finding Narrative <b>Purpose:</b> To narrate
<b>Instructions:</b> How to build a habitat <b>Purpose:</b> To instruct
Grammar: Word
<b>Build on previous units &amp; focus on:</b> Formation of adjectives using suffixes e.g. -ful, -less Use of the suffix -ly to turn adjectives into adverbs
Grammar: Sentence
<b>Build on previous units &amp; focus on:</b> Subordination (using when, if, that, because) Co-ordination (or, so, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a command
Grammar: Text
<b>Build on previous units &amp; focus on:</b> Correct choice and consistent use of past and present tense throughout writing
Grammar: Punctuation
<b>Build on previous units &amp; focus on:</b> Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)

# RECEPTION MATHS

## Week 1

**Step 1** Explore sharing

**Step 2** Sharing

**Step 3** Explore grouping

**Step 4** Grouping

## Week 2

**Step 5** Even and odd sharing

**Step 6** Play with and build doubles

**Step 1** Identify units of repeating patterns

**Step 2** Create own pattern rules

**Step 3** Explore own pattern rules

## Week 3

**Step 4** Replicate and build scenes and constructions

**Step 5** Visualise from different positions

**Step 6** Describe positions

**Step 7** Give instructions to build

**Step 8** Explore mapping

## Week 4

**Step 9** Represent maps with models

**Step 10** Create own maps from familiar places

**Step 11** Create own maps and plans from story situations

**Step 1** Deepen understanding

**Step 2** Patterns and relationships

## Week 5

**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 6

**Step 6** Decompose shapes

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

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

Weeks 7 and 8 will be used as consolidation of learning over the term.

# Year 1 Maths

## Week 1

**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

## Week 2-3

**Step 1** Count from 50 to 100

**Step 2** Tens to 100

**Step 3** Partition into tens and ones

**Step 4** The number line to 100

**Step 5** 1 more, 1 less

**Step 6** Compare numbers with the same number of tens

**Step 7** Compare any two numbers

## Week 4

**Step 1** Unitising

**Step 2** Recognise coins

**Step 3** Recognise notes

**Step 4** Count in coins

## Week 5

**Step 1** Before and after

**Step 2** Days of the week

**Step 3** Months of the year

**Step 4** Hours, minutes and seconds

**Step 5** Tell the time to the hour

**Step 6** Tell the time to the half hour

Weeks 6, 7 and 8 will be used as consolidation of learning over the year.

# Year 2 - Maths

## Week 1 and 2

**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

## Week 3 and 4

**Step 1** Make tally charts

**Step 2** Tables

**Step 3** Block diagrams

**Step 4** Draw pictograms (1-1)

**Step 5** Interpret pictograms (1-1)

**Step 6** Draw pictograms (2, 5 and 10)

**Step 7** Interpret pictograms (2, 5 and 10)

## Week 5

**Step 1** Language of position

**Step 2** Describe movement

**Step 3** Describe turns

**Step 4** Describe movement and turns

**Step 5** Shape patterns with turns

## Week 6

**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

Weeks 7 and 8 will be used as consolidation of learning over the term.

# Geography - Hot and cold deserts

## What are deserts?

Deserts are places with very little **precipitation**.

They have a very dry **climate**.

Deserts can be hot and dry, or cold and dry.

- **precipitation**: The fall of water as rain, sleet, snow or hail.
- **climate**: The long-term summary of the weather conditions.

## Where are deserts found?

### What are hot and cold deserts like?

Hot deserts can have:



an oasis  
(a place where  
water is found)

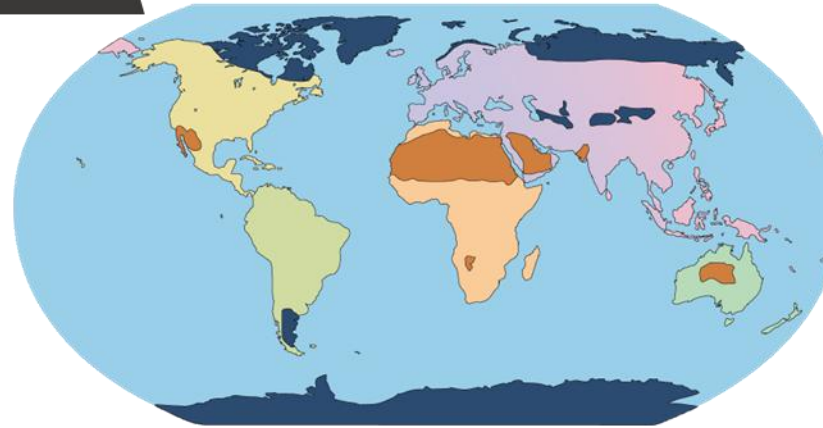
Cold deserts can have:



mountains



research stations  
(Antarctic)



Deserts are found in all continents of the world.

Most hot deserts are near the **Equator**.

Most cold deserts are near the **North Pole** or **South Pole**.

cold deserts

hot deserts

# Science

In science this half term we are going to continue to observe the seasonal changes as well s reviewing all of the topics we have learnt this year.

This includes:

- The human body and the senses
- Everyday materials and their properties
- solids liquids and gases

Linking with our geography topic we are also going to be looking at different habitats and the animals that live in them and why.



# Eat a Rainbow

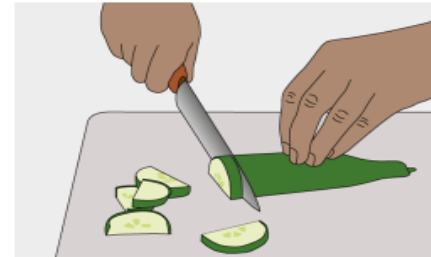
## What are fruits and vegetables?



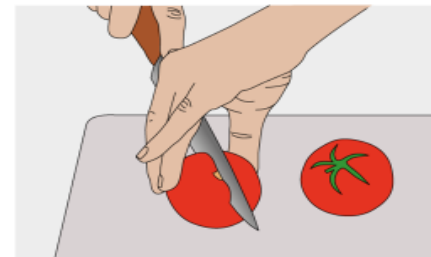
- Fruits are the fleshy parts of a plant that contain the seeds.
- Vegetables are the roots, leaves or stems of plants that we eat.
- Fruits and vegetables contain lots of good things for our bodies.

## Safety and Hygiene

- Hygiene means to keep things clean.
- Wash your hands and wear an apron.
- Handle knives carefully.
- Use the claw or bridge techniques when chopping.



Claw technique for chopping



Bridge technique for chopping

## Not all fruits are sweet!

- Tomatoes, peppers and cucumbers are fruits even though they aren't sweet.
- Aim to 'Eat a rainbow,' at least 5 portions of fruit and vegetables a day.





# PSHE - Growing up

In PSHE this half term we are going to learning all about growing up. We are going to be looking at how things change as we grow up and how we can prepare for the changes.



# Music



Reception are learning *Slap clap clap*, which is a rhythmic action song in waltz time, great for using to support coordination and aid concentration, and for creating body percussion patterns and playing rhythms with untuned instruments. This song lends itself to playing clapping games and listening to a range of music in 3/4 time

Year 1 and 2 are learning the song 'come dance with me' by Sharon Durant. This lively warm-up song works well with movement and provides a good springboard into composing new lyrics and actions. The call-and-response nature of the song translates well into instrumental work, with pupils creating their own percussive responses and playing simple rhythm patterns on tuned instruments



# R.E

In R.E reception are continuing to look 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 continue to look 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.