

# YEAR 1

## Summer 1 2026 – Rainforests

### English

#### Reading

- Read words containing Phase 5C phonemes from Anima Phonics.
- Recognition of alternative spellings for known phonemes within Phase 5C from Anima Phonics.
- Recognise all taught rainbow words by sight.
- Answer simple questions on what has been read.

#### Writing

- Write simple sentences using a capital letter, finger spaces and a full stop.
- To use an adjective to describe something in their writing.
- Spell words using phonic sounds.
- Form stick letters, mantis letter, curly caterpillar letters and zig zag letters correctly.

#### At home you could:

- Continue reading with your child **at least five times a week**.
- Practise all phonic sounds and actions.
- Visit the library and look for some rainforest theme books – fiction or non-fiction.
- Read a chapter book of their choice to promote pleasure for reading.
- Write some simple sentences about something you have done at home.

### Maths

- Count in patterns of 2s, 5s and 10s.
- Look at coins and know their values.
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals.
- Given a number, identify one more and one less to 100
- Use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words
- Recognise and name common 2-D and 3-D shapes.

#### At home you could:

- Find one more and one less of a number to 100.
- Continue to count objects together in 2s, 5s and 10s, spotting odd and even numbers.
- Practise counting forwards and backwards from 50.
- Help your child to recognise and name all of the teen numbers.
- Encourage your child to solve simple addition and subtraction problems mentally in their head to 20.
- Learn the number bonds to 10 – e.g. 1 and 9, 2 and 8, 3 and 7...
- Learn the number bonds to numbers within 10 such as 6 – e.g. 1 and 5, 2 and 4, 3 and 3 ...
- Complete the Summer 1 Maths Rocket Challenge.

### Science

- Identify, name and locate plants around the school.
- Learn about habitats and animal adaptations to these.
- Know the difference between evergreen and deciduous trees.
- Label and describe parts of a plant and tree.

#### At home you could:

- Read non-fiction books about habitats.
- Create a poster about plants.
- Discuss why animal adaptations are important for survival.
- Go to the library to research about habitats, animals and plants.

## Art

- Learn about the work of Henri Rousseau, describing the differences and similarities to other artists and making links to their own work.
- Create a 3D collage rainforest shoebox, inspired by the work of Henri Rousseau.

### At home you could:

- Design and create a 3D collage using different materials.
- Evaluate your creation and think about what you would change or do differently next time.

## PSHE

- Discuss healthy foods and how we can keep ourselves safe.
- To discuss people, equality and disabilities. We will recognise that everybody is different and celebrate our differences.
- To identify the emotions and feelings around praise and compliments.

### At home you could:

- Discuss and talk about the meals you eat and why you choose them.

## Geography

- Identify and recognise the location of our school and the human and physical features within our environment.
- Look at school features from a bird's eye view perspective.

### At home you could:

- Read non-fiction books about the UK.
- Create a poster about Hook.
- Go for a walk around Hook and talk about the environment.
- Use Window Swap on google to look at windows shared by real people around the world.

## Music

Following the Year 1 Charanga scheme of work for Music in Summer 1, the following objectives explored are:

- perform, listen to, review and evaluate music
- learn to sing and to use their voices'
- understand and explore how music is created through pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### At home you could:

- Listen to music and discuss what you like and don't like about it.

## RE

- Explore the concept 'Special People' in relation to their own experiences and linking this with the wider community.

### At home you could:

- Talk to your children about different beliefs.

## PE

- To practise team building games in preparation for sports day.
- Move to music in order to create a dance.

### At home you could:

- Discuss with your children about the importance of exercise and what exercise they do each week.
- Create a dance to your favourite song.