



Girton Glebe Primary School Curriculum Inquiry

Maple Class (Y1) – Summer 1

<p>English</p> <p>Phonics</p> <p>This half term in Phonics, we will be reviewing known graphemes.</p> <p>Reading comprehension</p> <p>In line with our Geography inquiry, we will be using our VIPER skills to engage with the following books:</p> <div data-bbox="203 544 264 598"></div> <p>Katie in London by James Mayhew</p> <div data-bbox="203 612 264 691"></div> <p>Vlad and the Great Fire of London</p> <div data-bbox="203 705 264 778"></div> <p>Iggy Peck Architect</p> <p>Writing and Grammar</p> <ul style="list-style-type: none"> Form capital letters and using these correctly for names of people, places, days of the week and personal pronoun 'I' Identifying nouns, adjectives, and verbs in a sentence. Using adjectives in our writing to make simple expanded noun phrases. Joining clauses using 'and' and 'but'. Verb suffixes – using suffixes 'ed' and 'ing'. Singular vs plural – adding 's' and 'es'. Using a range of punctuation, including question marks and exclamation marks. Understanding that different text types have different structures; for example, writing a letter vs writing a fact file. 	<div data-bbox="770 309 1415 483"> <h2>How We Organise Ourselves</h2> </div> <div data-bbox="770 483 1415 651"> <p>Central Idea:</p> <p>People work together in different ways to build and change communities over time.</p> </div> <div data-bbox="770 651 1415 1351"> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into the roles people play and how systems help a community function (Function) An inquiry into how and why communities change over time (Change) An inquiry into how people contribute to and take responsibility for their community (Responsibility) </div>	<p>Maths:</p> <p>Multiplication and Division</p> <ul style="list-style-type: none"> Counting in 2s Counting in 10s Counting in 5s Recognising equal groups Adding equal groups Making arrays Making doubles Making equal groups – grouping Making equal groups – sharing <p>Fractions</p> <ul style="list-style-type: none"> Recognising and finding half of an object or a shape Recognising and finding half of a quantity Recognising and finding a quarter of an object or a shape Recognising and finding a quarter of a quantity <p>Alongside our main maths lesson, we will also be doing NCETM's 'Mastering Number' program:</p> <ul style="list-style-type: none"> Focus on the composition of 11 to 15 as '10 and a bit'; See this represented on a rekenrek, a double-decker bus, and in part-part-whole diagrams Focus on the position of the numbers 11 to 15 on the number line. Recap midpoint on a 0 to 10 number line and see that 10 is the midpoint on a 0 to 20 number line. Read, write and interpret expressions and equations with the + and = symbols to represent combining two sets (the aggregation structure of addition) Practise using knowledge of composition to identify the total/ sum Read, write and interpret expressions and equations with the + and = symbols to represent an increase in a set (the augmentation structure of addition); Continue to use knowledge of composition to identify the total/ sum.
---	---	--



Girton Glebe Primary School Curriculum Inquiry

Maple Class (Y1) – Summer 1

Key Concepts: Function: <ul style="list-style-type: none"> What different jobs do people (or animals) do to help their community work properly? What would happen if some people in a town didn't do their jobs? Why do we need different places (like homes, shops, schools, parks) in a town? Change: <ul style="list-style-type: none"> What might cause a place to change? How does our community look different now compared to the past? What happens when new people, animals, or buildings arrive in a place? Responsibility: <ul style="list-style-type: none"> What can we do to look after our town, school, or forest? Why is it important to take care of the places we live and play in? How can one small action (like picking up litter or planting a tree) help the whole community? 	Key Vocabulary				Approaches to Learning: Communication Skills <ul style="list-style-type: none"> Listening Actively - I can look at the speaker and wait my turn to talk. Speaking Clearly - I can share my ideas in a clear voice and use simple words. Asking Questions - I can ask questions to understand my friend's ideas or get help when I need it. Thinking Skills <ul style="list-style-type: none"> Observing to Identify Needs - I can look carefully at pictures or real objects to see what might be missing or needed. Generating Ideas - I can think of different ways to build or fix something. Evaluating Solutions - I can test my idea to see if it works, then change it if I need to. Social Skills <ul style="list-style-type: none"> Taking on Roles and Responsibilities - I can choose a job in my group and do it well. Encouraging Others - I can say kind words to help my friends feel good about their ideas. Resolving Conflict - I can talk and listen when my friends and I disagree, so we find a fair solution.
	town	village	city	job	
	role	community	teamwork	system	
	map	change	past	present	
	structure	responsibility	freestanding	building	



Girton Glebe Primary School Curriculum Inquiry

Maple Class (Y1) – Summer 1

Line of Inquiry: *An inquiry into the roles people play and how systems help a community function (function)*

Children experience the importance of roles, jobs, and places within a community by building, designing, and observing how systems work together. Through this inquiry, they develop an understanding of how individual contributions support the well-being and organisation of larger groups—laying the foundation for civic awareness, teamwork, and social responsibility.

In this Line of Inquiry, we will cover the following skills:

Geography

- Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour, and shop.
- Use simple fieldwork and observational skills to study the geography of their school and surrounding environment.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map; and use and construct basic symbols in a key.

PSHE

- Understand roles and responsibilities within a community.
- Take part in discussions about issues that affect themselves and others.

DT

- Design purposeful, functional, appealing products based on design criteria.
- Generate and communicate ideas through talking, drawing, and mock-ups.

Line of Inquiry: *An inquiry into how and why communities change over time.*

(change)

Children investigate how places and communities transform across time—through natural forces, historical events, and human choices. By noticing and comparing changes in towns, environments, and everyday life, they build an early understanding of history, geography, and the impact of change on people's lives and surroundings.

In this Line of Inquiry, we will cover the following skills:

History

- Changes within living memory, revealing aspects of change in national life.
- Events beyond living memory that are significant nationally or globally (e.g., the Great Fire of London).

Geography

- Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom.
- Name, locate, and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Identify seasonal and daily weather patterns in the United Kingdom.

Science

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Observing repeated shapes or lines in drawings, prints, or patterns found in nature/animal markings.
- Experimenting with line, shape, and texture through pencils, crayons, or chalk to represent repeated patterns.



Girton Glebe Primary School Curriculum Inquiry

Maple Class (Y1) – Summer 1

Line of Inquiry: *An inquiry into how people contribute to and take responsibility for their community.* (responsibility)

Children explore how individuals and groups care for their communities—whether by protecting the environment, helping others, or working together to solve problems. Through hands-on experiences, they develop a sense of ownership and pride in the spaces they live, learning that even small actions can create positive change in the wider world.

In this Line of Inquiry, we will continue to cover the skills covered in the other lines of inquiry.

PSHE

- Recognise ways in which we are all unique; identify similarities with others.
- Understand how to contribute to the life of the classroom and the wider community.
- Recognise what improves and harms their local, natural, and built environments; develop strategies and skills needed to care for these.

Geography

- Understand human impact on environments (local area study and Forest School).
- Use basic geographical vocabulary to discuss natural and built environments.

DT

- Select from and use a wide range of materials and components according to their characteristics.
- Build structures, exploring how they can be made stronger, stiffer, and more stable.
- Evaluate their ideas and products against design criteria.

Science (Everyday Materials)

- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials based on their simple physical properties.

Working Scientifically

- Performing simple tests (e.g., testing materials for building).
- Using observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.



Girton Glebe Primary School Curriculum Inquiry

Maple Class (Y1) – Summer 1

<p>Music:</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> • Discovering American influences – Hip Hop & Rap styles • Exploring the voice using Rap & chant. • Unison singing, single-tone and two-tone pitch singing. • Discovering the pulse. • Developing aural training skills. • Responding to musical “questions”, developing initial improvisational & compositional skills. Following a call & response structure. • Seasonal /Topical songs 	<p>Art/DT</p> <p>How do architects and engineers work together to achieve a common goal?</p> <p>In this enquiry, children will learn about ‘architecture’, ‘freestanding structures and ‘engineering’. The children will begin by exploring the different buildings in their locality and will start to think about how we can draw 3D objects using pencil. Following this, children will then learn about the role of engineers, ‘freestanding structures’ and will explore the idea of ‘strong shapes’, which they will build using lolly sticks and glue dots. In role as architect & engineer, the whole class will work on a series of building challenges.</p> <p>We will be covering the following skills:</p>	<p>R.E:</p> <p>This half term we will look at Sikhism .</p> <p>The Naam Karan is a Sikh baby naming ceremony, and many Sikh parents bring their newborns to the Gurdwara (the Sikh temple) as soon as they are able to visit. The Granthi (reader of the scriptures) opens the holy book, the Guru Granth Sahib, at random, and the first letter of the first word on the left-hand page will be the first letter of the baby's name. Family relationships are important in Sikhism. After the Naam Karan, many Sikh children will continue to learn about the Sikh faith at home and at the Gurdwara. Some may also attend Punjabi lessons so they can read the Guru Granth Sahib themselves.</p> <p>.</p>
<p>PSHE:</p> <p>The topic this half term is “Relationships”.</p> <p>During this theme we will look at different types of families and the feeling on belonging within those families. Then we will focus on how to make new friends and how to be a good friend. We will then move on to appropriate ways to greet each other and personal space. Then we will learn about people who help us. We will finish by focussing on ourselves and the qualities we are proud of and then people who are special to us.</p> <p>.</p>	<p>Developing, planning and communicating ideas:</p> <ul style="list-style-type: none"> • Think of some ideas of their own. • Explain what they want to do. • Use pictures and words to plan. <p>Working with tools and materials:</p> <ul style="list-style-type: none"> • Explain what they are making • Understand and articulate which tools they are using and why <p>Construction and use of materials</p> <ul style="list-style-type: none"> • Make a structure/model using different materials • Make sensible choices as to which material and tools to use for their constructions. 	<p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. • Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. • Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.



Girton Glebe Primary School Curriculum Inquiry

Maple Class (Y1) – Summer 1

<p>Computing:</p> <p>Creating Media</p> <p>Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p>	<ul style="list-style-type: none"> • Develop their own ideas from initial starting points. • Make simple plans before making objects (e.g., drawings, arranging pieces of construction before building) Enjoy handling, feeling and manipulating a range of materials • Construct using a range of media • Cut shapes using scissors and other modelling tools in a safe way • Build a construction using a variety of objects • Discuss the different types of buildings in their locality <p>Evaluating processes and products:</p> <ul style="list-style-type: none"> • Describe how something works • Talk about their work and things that other people have done 	<p>PE:</p> <p>Striking and Fielding – Tuesdays</p> <p>Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games.</p> <p>Athletics - Fridays</p> <p>In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p>
---	---	---