



# Girton Glebe Primary School Curriculum Inquiry

Maple Class (Y1) – Summer 2

<p><b>English</b></p> <p><b>Phonics</b></p> <p>This half term in Phonics, we will be reviewing known graphemes. This half term, we will also be conducting the statutory Phonics Screening Check.</p> <p><b>Reading comprehension</b></p> <p>We will be using our VIPER skills to engage with the following books:</p> <div data-bbox="203 564 271 639"> </div> <p>Tools in Nature (ELS Scheme)</p> <div data-bbox="203 655 271 730"> </div> <p>Grow, Tomato, Grow (ELS Scheme)</p> <div data-bbox="203 751 271 842"> </div> <p>A range of poetry including Shirley Hughes' Out and About collection</p> <p><b>Writing and Grammar</b></p> <ul style="list-style-type: none"> <li>Form capital letters and using these correctly for names of people, places, days of the week and personal pronoun 'I'</li> <li>Identifying nouns, adjectives, and verbs in a sentence.</li> <li>Using adjectives in our writing to make simple expanded noun phrases.</li> <li>Joining clauses using 'and' and 'but'.</li> <li>Verb suffixes – using suffixes 'ed' and 'ing'.</li> <li>Singular vs plural – adding 's' and 'es'.</li> <li>Using a range of punctuation, including question marks and exclamation marks.</li> <li>Understanding that different text types have different structures; for example, poetry vs writing a fact file.</li> </ul>	<p><b>Sharing Our Planet</b></p> <p><b>Central Idea:</b></p> <p>Humans use nature in different ways.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into how actions impact the natural world (causation)</li> <li>An inquiry into environmental responsibilities (responsibility)</li> <li>An inquiry into how people use and value the natural world (perspective)</li> </ul>	<p><b>Maths:</b></p> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>Counting from 50 to 100</li> <li>Tens to 100</li> <li>Partitioning into 10s and 1s</li> <li>The number line to 100</li> <li>1 more, 1 less of two-digit numbers</li> <li>Comparing numbers with the same number of tens</li> <li>Comparing any two numbers</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Unitising</li> <li>Recognising coins and notes</li> <li>Counting in coins</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Hours, minutes and seconds</li> <li>Telling the time to the hour</li> <li>Telling the time to the half hour</li> </ul> <p>Alongside our main maths lesson, we will also be doing NCETM's 'Mastering Number' program:</p> <ul style="list-style-type: none"> <li>Read, write and interpret expressions and equations with the + and = symbols to represent an increase in a set</li> <li>Practise recalling the composition of the numbers 6, 7, 8 and 9</li> <li>Focus on the composition of 11 to 19 as '10 and a bit'</li> <li>Read, write and interpret expressions and equations with the – and = symbols to represent the partitioning of a 'whole'</li> <li>Practise applying knowledge of composition when adding or subtracting - Focus on the composition of 5-9.</li> <li>Practise applying knowledge of composition when adding or subtracting Focus on the composition of 10 and doubles within 10</li> </ul>
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<b>Key Concepts:</b>  <b>Causation:</b> <ul style="list-style-type: none"> <li>What happens when people take too much from nature?</li> <li>How do human actions change the environment?</li> <li>Why are some natural things disappearing?</li> </ul> <b>Perspective:</b> <ul style="list-style-type: none"> <li>How do people show they care about nature?</li> <li>What does nature mean to different people?</li> <li>How can art or poetry help us understand how someone feels about nature?</li> </ul> <b>Responsibility:</b> <ul style="list-style-type: none"> <li>How can we help take care of nature?</li> <li>What choices can we make to protect the natural world?</li> <li>How can we show that nature is important?</li> </ul>	Key Vocabulary				<b>Approaches to Learning:</b>  <b>Research Skills</b> <ul style="list-style-type: none"> <li>Children carry out mini-investigations: sorting objects, exploring properties of materials, observing plants, and asking questions about how things grow or change.</li> <li>They gather and record information through drawing, tallying, writing fact files, and using sentence stems like “I noticed...” or “I found out...”</li> </ul> <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>Children think critically about how nature is used, analyse how actions affect the planet, and creatively express their ideas through poetry and design.</li> <li>They use visible thinking routines like “See–Think–Wonder” and ask cause-and-effect questions (e.g. “What will happen if we cut down too many trees?”).</li> </ul> <b>Social Skills</b> <ul style="list-style-type: none"> <li>Children collaborate in group art projects (e.g., land art spirals, nature trails), share materials, and solve problems together in design tasks.</li> <li>They practise listening to others’ ideas and giving kind, constructive feedback (e.g. during gallery sharing or forest storytelling).</li> </ul>
	nature	Resource	material	environment	
	plant	leaf	root	tree	
	property	pattern	texture	story	
	poem	reuse	protect	choice	



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**Line of Inquiry:** *An inquiry into how people use and value the natural world (perspective)*

Children explore how humans express appreciation for nature through observation, creativity, and storytelling. Through poetry, visual art, and design, they discover that people across cultures use the natural world as a source of inspiration. This inquiry helps children notice beauty in nature, recognise how it is celebrated, and reflect on their own ways of showing that nature matters—laying the groundwork for empathy, artistic expression, and environmental appreciation.

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

### Art & Design

- Use drawing, painting, and sculpture to develop and share ideas, experiences, and imagination
- Develop techniques in line, shape, texture, and colour
- Learn about the work of artists and craftspeople from different cultures (e.g., Andy Goldsworthy, Amate art)

### Science

**Line of Inquiry:** *An inquiry into how actions impact the natural world (Causation)*

Children begin to understand the effects of human behaviour on the environment by investigating the consequences of overuse, waste, and pollution. Through stories, sorting tasks, and simple experiments, they explore the idea that natural resources can be damaged or depleted when used without care. This inquiry builds awareness of cause and effect and encourages children to consider the outcomes of everyday choices.

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

### Science

- Identify and name a variety of everyday materials
- Describe the simple physical properties of everyday materials
- Observe seasonal changes and describe weather associated with the seasons

### PSHE (non-statutory)

- Recognise how choices affect the local environment
- Begin to understand cause and effect in relation to environmental damage (e.g., pollution, waste)



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<ul style="list-style-type: none"><li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li><li>Identify and describe the basic structure of common flowering plants (roots, stems, leaves, flowers)</li><li>Observe closely using simple equipment</li></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>Use simple fieldwork and observational skills to study the geography of their school and its grounds (e.g. noticing natural vs human-made elements)</li></ul>	<p><b>Line of Inquiry:</b> <i>An inquiry into environmental responsibilities (Responsibility)</i></p> <p>Children reflect on their role in caring for the natural world by sharing what they’ve learned and creating responses that express responsibility. Through art, writing, and class discussions, they consider how their voices and actions can help protect and value nature. This inquiry empowers them to make thoughtful choices, share ideas with others, and contribute to a shared commitment to environmental care.</p> <p><b>Art &amp; Design / DT</b></p> <ul style="list-style-type: none"><li>Design and create purposeful artwork and models using natural materials</li><li>Evaluate and reflect on their creations</li><li>Use drawing and written explanation to show care or appreciation for nature</li></ul> <p><b>PSHE (non-statutory)</b></p> <ul style="list-style-type: none"><li>Take part in shared actions that care for the school or local environment</li><li>Express personal responsibility in age-appropriate ways (e.g., class nature pact)</li></ul>	
<p><b>Music:</b></p> <p><i>We will be covering the following skills:</i></p> <ul style="list-style-type: none"><li>Discovering jazz/swing as a genre</li><li>Using the voice to sing in unison with increasing accuracy</li><li>Listening for minor changes</li><li>Playing with a sense of pulse and rhythm</li><li>Responding to musical questions and developing improvisation skills within a structure</li><li>Seasonal /Topical songs</li></ul>	<p><b>Art/DT</b></p> <p><i>Art in the Wild! How can we use nature to create art?</i></p> <p>In this enquiry Children explore how people around the world use nature to inspire and create art. Through a series of playful, inquiry-led sessions, pupils experiment with natural materials such as mud, petals, leaves, sticks and stones. They investigate mark-making, natural sculpture, and cultural art practices. The unit includes a study of British land artist <b>Andy Goldsworthy</b> and traditional <b>Amate bark painting from Mexico</b>. Pupils respond to these with their own nature-based creations, culminating in a child-led final piece and gallery celebration. Emphasis is placed on creative freedom, sensory exploration, cultural awareness, and reflection on how nature can be used for artistic expression.</p>	<p><b>R.E:</b></p> <p>This half term we will look at <b>Buddhism, Esala perahera</b>.</p> <p>Esala Perahera, also known as the Festival of the Tooth, is celebrated in Kandy, Sri Lanka, during July and August. The festival lasts for 10 days and begins when Jak tree cuttings are planted outside four temples called Devalas.</p> <p>Torch lit processions (peraheras) of dancers, drummers, acrobats and highly decorated elephants fill the streets and visit the different temples during the festival. The most spectacular elephant carries a replica of the Buddha’s tooth casket, which is kept in the Temple of the Tooth in Kandy. The festival ends with a water cutting ceremony called Diya Kepeema. Water in the Mahaweli</p>



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<p><b>PSHE:</b></p> <p>The topic this half term is “<b>Changing Me</b>”.</p> <p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. Pupils are taught that boys and girls have different private parts and that nobody has the right to hurt these parts of the body. This will be done using NSPCC’s PANTS! Resources.</p>	<p><b>We will be covering the following skills:</b></p> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Enjoy handling, feeling and manipulating a range of materials</li> <li>• Experiment with, construct and join recycled, natural and man-made materials</li> <li>• Select appropriate materials for sculpture</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Take rubbings from textures surfaces (e.g., leaves)</li> <li>• Experiment using natural materials to apply paint and create different effects</li> <li>• Use a range of tools to apply paint and create different effects.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Understand that different pencils make different marks (HB, B and 2B).</li> <li>• Look for and make different lines and shapes when doing simple observational drawings.</li> <li>• Use soft pastels as a drawing material</li> <li>• Use colouring pencils as a drawing material</li> </ul>	<p>River is 'cut through' with a sword to separate the pure and impure water and ensure there is no drought in Sri Lanka during the coming year. Some of the water is then collected and kept so that it can be used during the tree planting ceremony, which will open the following year's Esala Perahera festival</p> <p><b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Recognise some different symbols and actions, which express a community’s way of life, appreciating some similarities between communities.</li> </ul>
<p><b>Computing:</b></p> <p><b>Programming B</b></p> <p>Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.</p>		<p><b>PE:</b></p> <p><b>Swimming – WEDNESDAYS AND THURSDAYS</b></p> <p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoyment of being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them through the water. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.</p>



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		<p>Key skills:</p> <ul style="list-style-type: none"><li>• float</li><li>• travel</li><li>• submerge</li><li>• kick</li><li>• pull</li><li>• glide</li></ul>
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