




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 focussing on:</p> <p>ay - play</p> <p>a-e - shake</p> <p>ea - each</p> <p>e - he</p> <p>ie - pie</p> <p>i-e - time</p> <p>o - go</p> <p>o-e - home</p> <p>ue - blue rescue</p> <p>ew - chew new</p> <p>u-e - rude cute</p> <p>aw – claw</p> <p>ea - head</p> <p>ir - bird</p> <p>ou - cloud</p> <p>oy - toy</p> <p>i - tiger</p> <p>a - paper</p> <p>ow - snow</p> <p>u - unicorn</p> <p>ph - phone</p> <p>wh - wheel</p> <p>ie - shield</p> <p>g - giant</p> <p>Writing Roots: Lubna and Pebble and Beegu</p> 	<h2 style="text-align: center;">How We Organise Ourselves</h2> <p style="text-align: center;">Central Idea:</p> <p style="text-align: center;">People work together in different ways to build and change communities over time.</p> <p style="text-align: center;">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) 	<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.
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<p>Writing roots - Writing and Grammar</p> <ul style="list-style-type: none"> • How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • Capital letters for names and for the personal pronoun I • Using -ing, -ed, -er and -est where no change is needed in the spelling of root words • Using the prefix un • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 					
<p>Key Concepts:</p> <p>Function:</p> <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? <p>Change:</p> <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? 	<p>Key Vocabulary</p>				<p>Approaches to Learning:</p> <p>Communication Skills</p> <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. <p>Thinking Skills</p> <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.
	town	village	city	job	
	role	community	teamwork	system	



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<p>Responsibility:</p> <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? 	map	change	past	present	<ul style="list-style-type: none"> • 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. <p>Social Skills</p> <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.
	structure	responsibility	freestanding	building	
<p>Line of Inquiry: <i>An inquiry into the roles people play and how systems help a community function (function)</i></p> <p>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.</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>Geography</p>			<p>Line of Inquiry: <i>An inquiry into how and why communities change over time. (change)</i></p> <p>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.</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>History</p> <ul style="list-style-type: none"> • Changes within living memory, revealing aspects of change in national life. 		



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<ul style="list-style-type: none"> • 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. • Identify human features and describe how people work and live in the local area. <p>PSHE</p> <ul style="list-style-type: none"> • Understand roles and responsibilities within a community. • Take part in discussions about issues that affect themselves and others. <p>Science:</p> <ul style="list-style-type: none"> • recognise how people use environments and tools to meet needs (through discussion of jobs and workplaces). 	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally (e.g., the Great Fire of London). • Identify similarities and differences between ways of life (linked to how places develop and change over time) • Develop an awareness of the past and the ways it is different from the present (comparing London then and now) • Use common words and phrases relating to the passing of time (before, during, after, past) • Ask and answer questions, choosing and using parts of stories and other sources <p>Geography</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom. • Identify seasonal and daily weather patterns in the United Kingdom. • Understand geographical similarities and differences through studying a small area of the UK (comparing London in 1666 to modern environments and the school's local area) <p>Science</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment.
<p>Line of Inquiry: <i>An inquiry into how people contribute to and take responsibility for their community.</i> (responsibility)</p> <p>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.</p> <p>In this Line of Inquiry, we will continue to cover the skills covered in the other lines of inquiry.</p> <p>PSHE</p> <ul style="list-style-type: none"> • 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. <p>Geography</p> <ul style="list-style-type: none"> • Understand human impact on environments (local area study and Forest School). • Use basic geographical vocabulary to discuss natural and built environments. 	



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<p>DT</p> <ul style="list-style-type: none"> 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. <p>Science</p> <ul style="list-style-type: none"> Describe the simple physical properties of a variety of everyday materials. Identify and describe everyday materials and their properties; observe and explore the natural environment. <p>Working Scientifically</p> <ul style="list-style-type: none"> 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. 		
<p>Music:</p> <p>We will be covering the following skills:</p> <p>Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Sing, Play and Improvise - Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.</p> <p>Improvise - Take it in turns to improvise using D or D and E</p>	<p>Art/DT</p> <p>This half term we will be looking at silhouette drawings of The Great Fire of London:</p> <p>We will be covering the following skills:</p> <p>Drawing skills:</p> <ul style="list-style-type: none"> Close observational drawing using pencil/sketching <p>Texture and collage skills:</p> <ul style="list-style-type: none"> Arrange and glue materials to different backgrounds Cut and shape papers to create - Great Fire of London foreground scene Sort and group materials for different purposes e.g. colour/texture. 	<p>R.E:</p> <p>This half term we will look at how do we know that new babies are special?</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> Suggest reasons why people might celebrate a new baby. Describe why some Muslim people welcome a new baby with Adhan. Recognise the key parts of Aqiqah and why these are important to some Muslim people. Identify the important parts of Jatakarma and why these are important to some Hindu people. Explore similarities between Jatakarma, Adhan and Aqiqah. Identify what a promise means in a Christian baptism.
<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</p>		



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<p>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>		<ul style="list-style-type: none"> • Explain ways in which some people choose a name for a new baby. • Describe what happens at religious and Humanist baby naming ceremonies.
<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>		<p>PE:</p> <p>Striking and Fielding</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</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> <p>Maple will also be taking part in scootability.</p>