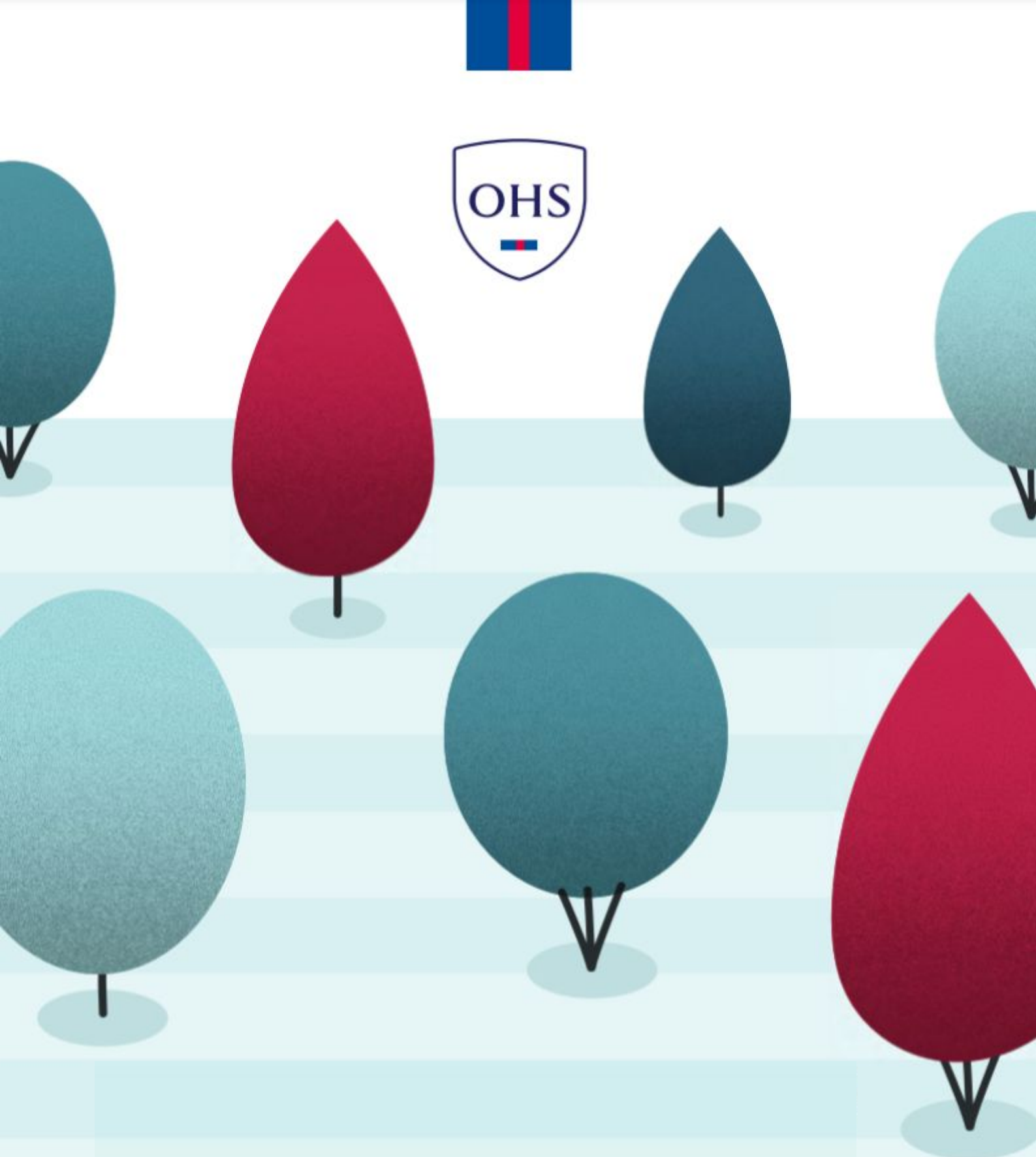


Learning in Form 1
Summer Term 2025

CONTENTS

Overview of Summer Term Curriculum Form 1

	Summer 1	Summer 2
English	**Narrative- One Day on Our Blue Planet Text - Savannah** ***Curriculum Link:*** *Geography - Our 7 continents* **Zeraffa Giraffa** by Dianne Hofmeyr	**Leaf** by Sandra Dieckmann ***Curriculum Link: Science (Plants)***
Mathematics	**Place value, addition and subtraction, money, time, multiplication, division, fractions, measures, shapes and data**	
Science	**Plants**	**Materials**
Knowledge (History)		**Parliament and Prime Ministers**
Knowledge (Geography)	**The 7 Continents**	
Art	**Paintings of Children**	**Sculpture**
STEAM	**LEGO Spike - Animals and their Environments**	**CREST All Star Challenges**

ENGLISH

To support children to read and write with accuracy, we place high quality, challenging children's literature at the heart of our approach to English.

This is the first in the acclaimed series of children's books focused on the way our young animal friends spend a day. Minding his mother and playing with his father, this curious little lion cub can't help chasing trouble and fun as he explores his corner of our big, blue planet.

Potential Writing Outcome :
Creative Writing - Narrative

A picture book inspired by the true story of a giraffe sent as a gift to the King of France by the Great Pasha of Egypt in the 1820s. The exquisitely composed pictures show the different stages of the journey made by Zeraffa, accompanied by her keeper, the young boy Atir. They travel downriver in a felucca 'to the place where the sea sipped up to the Nile' and cross the sea under a star-filled sky. On arrival in Marseilles, it becomes apparent that the only practical way to get Zeraffa to her destination is to walk the 550 miles to Paris where she becomes much admired and inspires some extraordinary fashions. The story ends on a note of connectedness between Europe and Africa. This beautiful book could form the basis for children to explore the landscapes, cultures and environments through which Zeraffa passes and map out her journey.

Potential Writing Outcomes : Letter writing, character descriptions, poetry, lyrics, labels and explanations, writing in role, persuasive advert, debate, retelling from a different perspective.

One day a large white creature floats to shore and tries to find shelter and safety in an old cave. The animals of the Wild Wood fear him at first and name him Leaf because they observe him gathering leaves and because they want him to leave. They are divided by what they regard as Leaf's strange behaviour but gradually come to understand that this bewildered polar bear just wants to get home. A picture book which draws on themes about the environment, prejudice against those who seem different and learning to communicate, illustrated in a manner which combines the naturalistic and the fantastic.

Potential Writing Outcomes : Persuasive speech, free verse poetry, letter, explanation, narrative, writing in role and non-chronological report

PHONICS

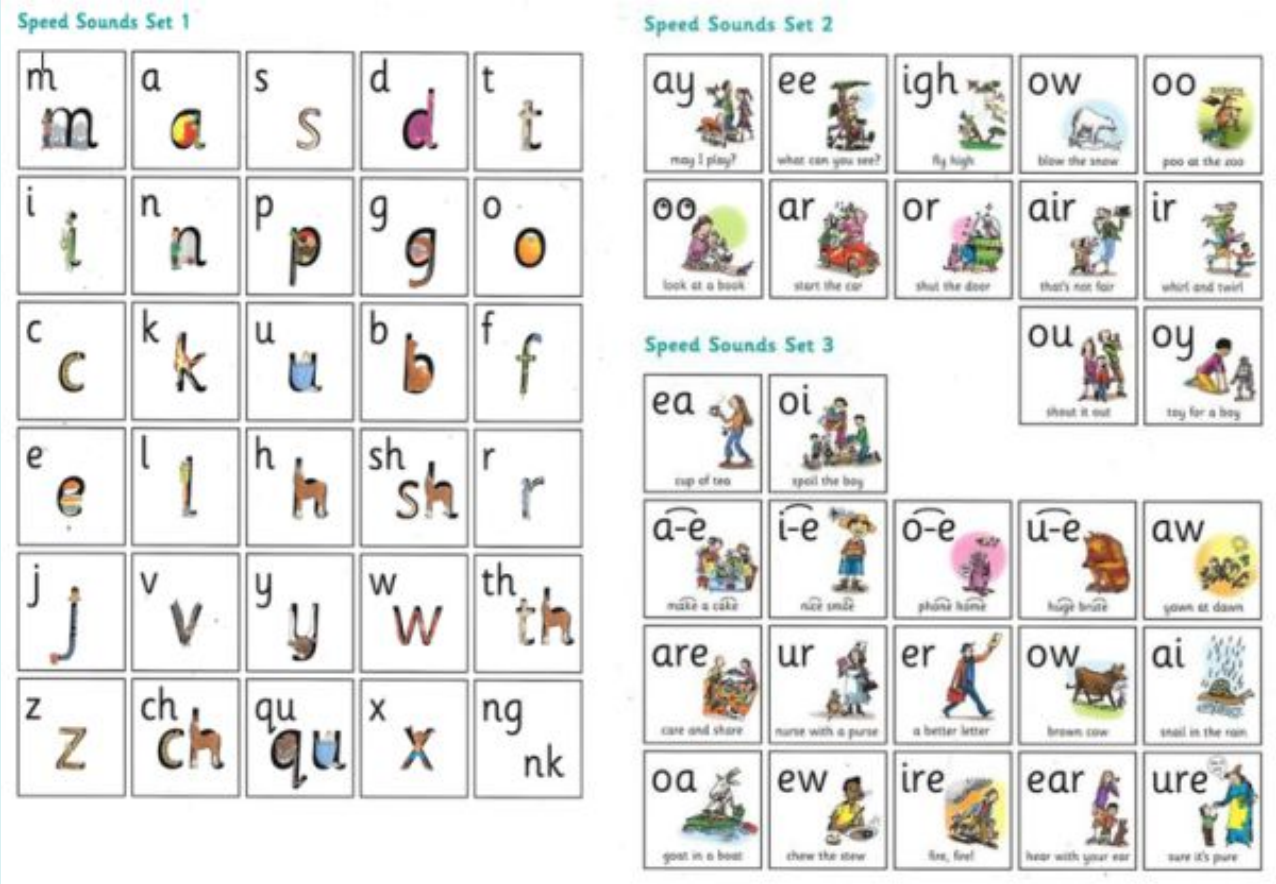
Orchard House School follows the Read, Write, Inc programme for the teaching of phonics. Teaching of phonics takes place daily and follows the RWI scheme. All children are grouped based on their phonic knowledge.

Useful Terminology

- **Fred Talk** – sounding out the word before reading (blending)
- **Sound-blending** – putting sounds together to make a word, e.g. c–a–t cat
- **Special friends** – sounds written with more than one letter, e.g. sh, ng, qu, ch
- **Speed Sounds** – the individual sounds that make up words

Progression of phonics teaching is as follows:

- **Set 1 Speed Sounds:** these are sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x and sounds written with two letters (your child will call these 'special friends'): sh th ch qu ng nk ck
- **Set 2 Speed Sounds**: ay ee igh ow oo oo ar or air ir ou oy
- **Set 3 Speed Sounds**: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure
- **Additional Sounds:** ue, ie, au, e-e, e, kn, ck, wh, ph



MATHEMATICS

**Please note : subject to adjustment and adaptation to accommodate reinforcement or allow for further differentiation as required by cohort. May also be subject to change to allow for other educational events.*

Week commencing	Learning Objectives for Summer 1
21/04/25	**Addition and Subtraction**: Add 10s and near 10s to a 2 digit number
28/04/25	**Multiplication, Division & Fractions** : Counting in 2s, 5s and 10s; Division by finding how many sets
05/05/25	**Money & Time:** Find totals of coins using number facts; Change/differences in amounts of money
12/05/25	**Money & Time:** Totals of amounts; change from 10p, 20p; Analogue time to half/hour sequencing
19/05/25	**Money & Time:** Analogue and digital time to half/hour; Units of time and ways of showing time

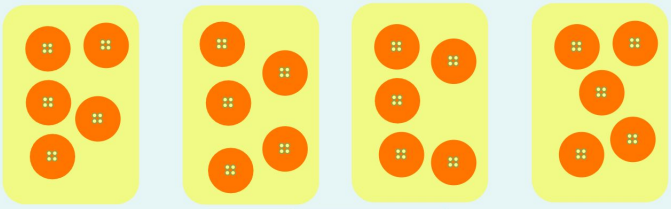
Week commencing	Learning Objectives for Summer 2
02/06/25	**Addition and Subtraction:** Add and subtract 10, 11 and 12; Patterns to add 1-digit and 2-digit numbers
09/06/25	**Multiplication, Division & Fractions** :Doubling and halving; Multiplication and division as sets
16/06/25	**Measures, Shapes & Data:** Compare and measure capacities; Explore container capacity
23/06/25	**More Addition and Subtraction:** Number bonds to 10; add next 10; Adding by bridging 10 using number bonds; Bridge 10 to subtract with number bonds
30/06/25	**Measures, Shapes & Data:** Recognise/describe 3D shapes and turns; Measure time using different units
07/07/25	**Measures, Shapes & Data:** Time data: graphs and pictograms

MATHEMATICS

CALCULATION METHODS

Below you will find a reference for some of the methods used to teach the mental and written calculation aspects of mathematics this term.

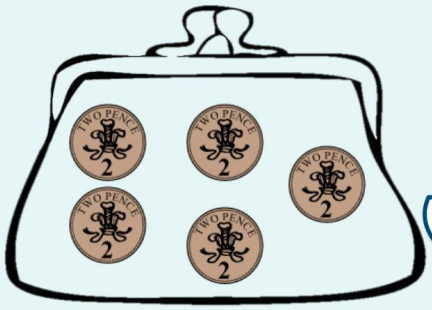
Multiplication and Division
Understand multiplication as repeated addition ; Use multiplication sentences to describe a practical problem



4 × 5 = 20

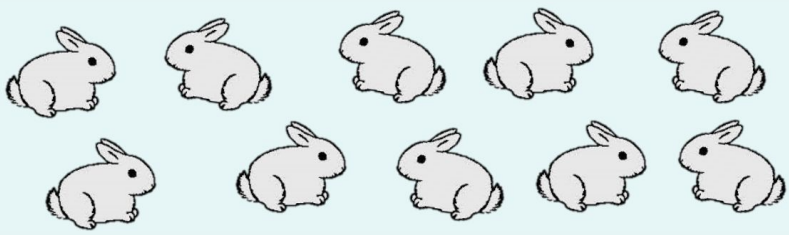
We can count in 5s, four times, keeping track of the number of sets on our fingers: 5, 10, 15, 20

That's 4 sets of 5 buttons.

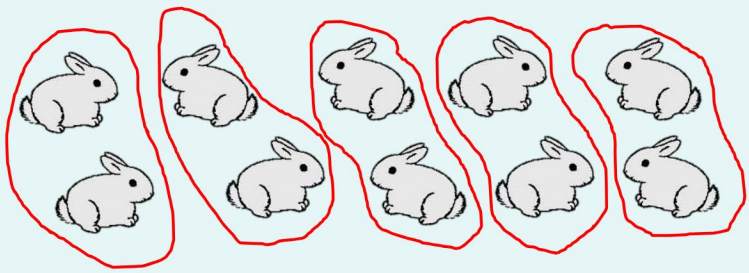


We can count in 2s: 2p, 4p, 6p, 8p, 10p

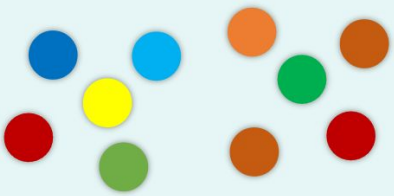
Multiplication and Division
Division as Sets



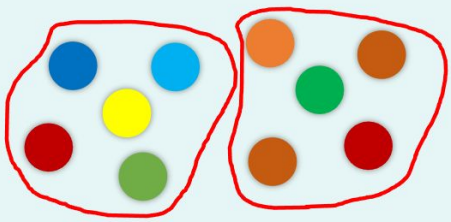
10 rabbits!
There can only be 2 in each hutch.
How many hutches will we need?
How can we find out?



We can draw around pairs of rabbits to represent the groups of two that go in each hutch...



10 counters.
How many groups of 5 can we make?



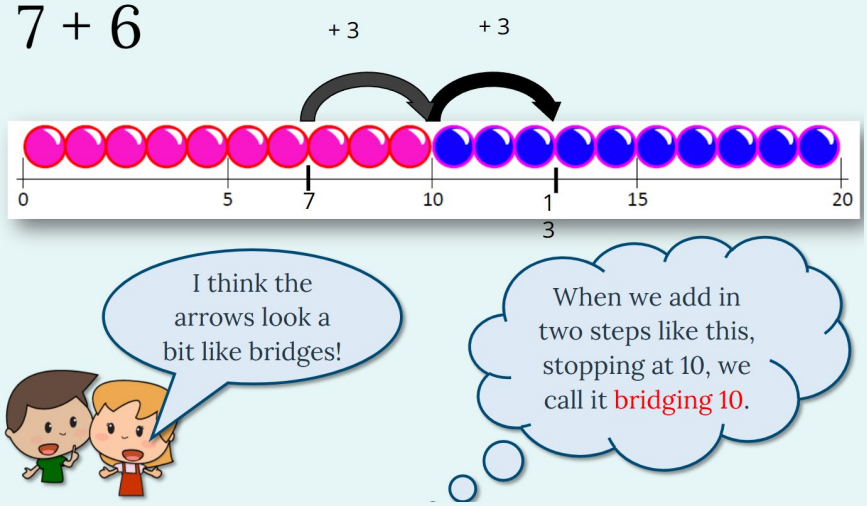
2 groups of 5.

MATHEMATICS

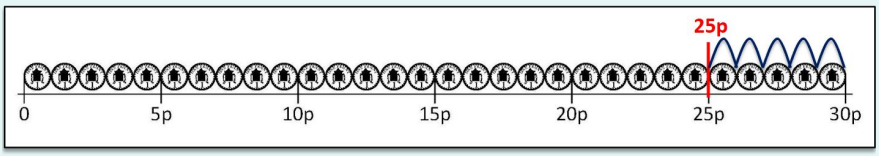
CALCULATION METHODS

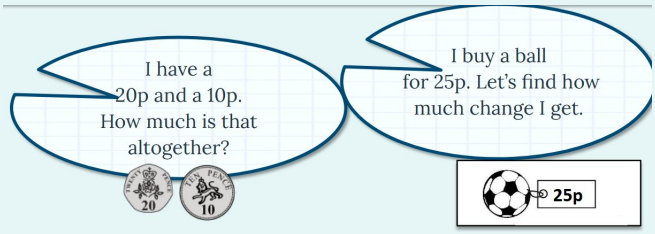
Below you will find a reference for some of the methods used to teach the mental and written calculation aspects of mathematics this term.

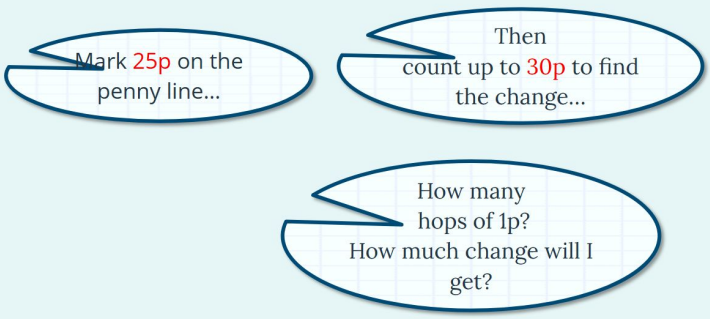
Addition and Subtraction
Adding and subtracting by bridging 10 using number bonds



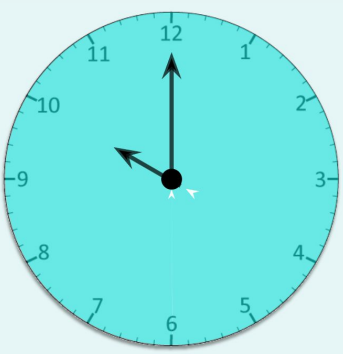
Money & Time
Change from 10p and 20p







Analogue & Digital Time



The number before the 2 dots tells us the hour. The number after the 2 dots tells us how many minutes it is past the hour.

SCIENCE

First-hand exploration and discovery cements our pupils' scientific study. Our Science teaching is progressive, filled with experiments and active learning, both in and outside the classroom.

Plants

During this unit, the children will:

- Know common names of flowers and plant structures including seeds
- Identify and describe the basic structure of a variety of common flowering plants, including trees
- Identify and name a variety of common wild and garden plants
- Identify and name a variety of deciduous and evergreen trees
- Understand how plants change over time
- Observe the growth of planted flowers
  Become familiar with plant structures -Keep records of how plants change over time

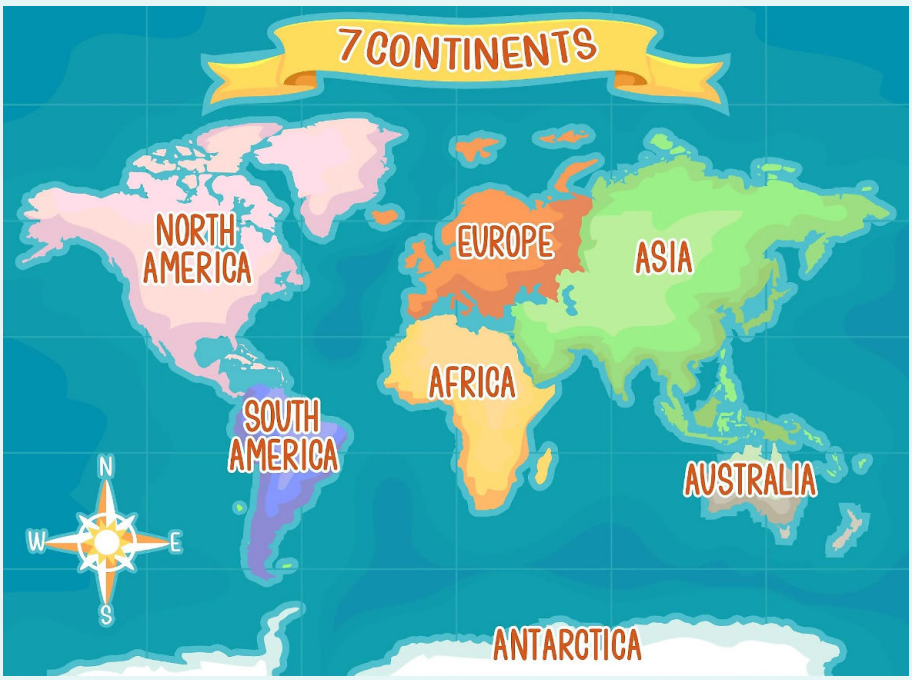
Materials

During this unit, the children will:

- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- Distinguish between an object and the material it is made from
- 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

GEOGRAPHY

Our 7 Continents	
Topic	**Knowledge Goals**
The seven continents	• Continents are large areas of land. • We have seven continents on Earth. • We have five oceans on Earth.
The Five Oceans	• Oceans are large areas of water. • We have five oceans on Earth. • The oceans are important for all life on Earth. Humans can damage the oceans.
The Equator and the Poles	• The North Pole is located at the most northern point on Earth and the South Pole is located at the most southern point on Earth. • The Equator is an imaginary line around the middle of the Earth. • Antarctica is the most southern continent.
Land Around the World	• The world's continents are diverse. • Deserts, grassland and rainforest can be found in some continents around the world. • People can change land.
Europe : Our Continent	• We live in the continent of Europe. • Europe is one of the smaller of the world's seven continents. • In southern Europe, the climate can be warm and sunny, but in northern Europe the climate is cooler.



History

Parliament and Prime Ministers	
Topic	**Knowledge Goals**
James II, Mary II and William of Orange	• Some people didn't want James II to be king • King James' daughter, Mary, and her husband William, became King and Queen of England • They signed the Bill of Rights
Simon de Montfort and parliament	• Simon de Montfort is called the Father of the English Parliament • Parliament meets to talk about things in the Houses of Parliament • The government make decisions about how to spend people's taxes
Robert Walpole	• Robert Walpole is remembered as the first 'Prime Minister' • The Prime Minister makes decisions for our country • The Prime Minister lives at No. 10 Downing Street
Our Prime Minister today	• The Prime Minister is in charge of the government • The government decides what money should be spent on, e.g. schools, hospitals, roads, buildings • The government chooses the Prime Minister
Elections	• In the UK, adults choose who they would like to be in the government, this choice is called a vote • Adults vote during an election • On the day of the election, adults go to a polling station to vote and put a cross in a box to show their choice

STEAM

Skills & Competencies:

Our STEAM curriculum consists of a series of projects that aim to develop a set of fundamental competencies, that empower pupils to effectively navigate personal, cultural, economic, and societal obstacles they will inevitably encounter throughout their lives:

1. **Curiosity:** The ability to ask questions and explore how the world works
2. **Creativity:** The ability to generate new ideas and apply them
3. **Criticism:** The ability to recognise information and ideas and to form reasoned arguments and judgements
4. **Communication:** The ability to express thoughts and feelings clearly and confidently in a range of forms
5. **Collaboration:** The ability to work constructively with others
6. **Compassion:** The ability to empathise with others and to act accordingly
7. **Composure:** The ability to connect with the inner life of feeling and develop a sense of personal harmony and balance
8. **Citizenship:** The ability to engage constructively with society and to participate in the processes that sustain it.

SPIKE LEGO - Animals and their Environment

This unit introduces pupils to ideas about weather, life cycles, animals and habitats. They'll begin by designing a structure that will keep a pet safe in stormy weather. Next, they'll explore animal life cycles and group behaviour. Then, they will develop a plan to reduce the impact on animals of a change to a wetland environment. Finally, they'll share a wild animal and habitat of their choice and explain how the animal is adapted to survive in that habitat..

CREST ALL STAR CHALLENGES

Discovery Bag-This activity is designed to get children thinking about trees, and the life that trees support, and begin to be aware of the differences between trees.

Plant Detectives-This activity is designed to get children thinking about where plants grow. Cosmic has found a plant growing out of the pavement. He can't work out how it got there. Plants grow in gardens, not pavements – don't they? Cosmic and Gem need to be plant detectives and look for clues!

Rainbow Colour Collectors-This activity is designed to get children thinking about colours in nature. In this activity the children think about where they might find different colours, xxplore and hunt for different colours in their surroundings and gather their results and present them as a beautiful rainbow

Tea Bag Troubles- This activity is designed to get children thinking about materials. In this activity, Form 1 think about what makes a good tea bag, test different materials and observe how they behave when used as a tea bag and record their results and share them with the group

PSHCEE / RSE

Orchard House School has been implementing the PSHCEE /RSE Programme across the school since September 2020. We would like to reassure you that all the online Jigsaw teaching materials meet the current statutory expectations for RSHE (DfE, 2019) and if and when any new guidance is published, you can be fully confident that our materials will be updated and reviewed to ensure that they are compliant and reflect the needs of our children.

We follow a scheme of work called Jigsaw, a mindful approach to PSHCEE / RSE. The lessons aim to build children's emotional literacy, self- esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way.

Relationships	Changing Me
Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation

PHILOSOPHY & ORACY

Philosophy and oracy are integral disciplines at Orchard House School. They are woven throughout the curriculum and we encourage a thoughtful, talk-rich culture within every classroom and incorporate both disciplines into lesson planning. In addition to the opportunities to nurture these elements at school, we invite families to take part in our weekly "Sticky Questions" school initiative.

Weekly Sticky Questions

The aim of sticky questions is to get parents and children talking about interesting questions. Every Wednesday, your child will come home with a Sticky Question stuck to their uniform. There's no writing involved. Just take the time to talk with them about it and see what you each think and why.

What makes Sticky Questions "sticky" is that you can keep arguing about them. It's not like a maths worksheet where a teacher is looking to see a particular answer. What matters is that you and your child talk and think together. If you disagree, so much the better. If you think alike, you might play at disagreeing for the sake of argument.

On Thursday, the class will carry on the talk during form time, bringing in ideas heard from home. Part of the point of this exercise is to celebrate differences in thinking between children and within families.

Whole Class Philosophy Lessons

The Ugly Duckling	A traditional tale used as a stimulus for discussion on themes such as patience, belonging, confidence and pride.
Last Command of the King	A highly collaborative enquiry that requires pupils to elect a new King, based on the monarchy of Bhutan.
Changes by Anthony Browne	A children's book used to explore the concept of change: What is change? Do things have to change? Can things change yet remain the same? How have you changed?
The Naughtyometer	In the Naughtyometer, each group of players arranges their set of cards from most to least naughty, discussing and debating throughout the lesson.
Spot and Stripe Discussions • **Letters or Numbers** • **Tidying** • **Thinking** • **Bravery** • **Children as teachers** • **Happiness**	Spot and Stripe are the two characters used by **The Philosophy Man** to create philosophical videos for children. The videos usually raise a question and hand it over to the children to discuss.

Art

Art is highly valued at Orchard House School. Topics promote creativity and self-expression alongside ambitious teaching of artistic periods, mediums and movements. Learning is interconnected with our Knowledge curriculum, adding colour and texture to people, places and moments in time.

Summer 1	Summer 2
Key Vocabulary : artist, luxury, wealth, message, past, pose, cubism	**Key Vocabulary :sculpture, sculptor, 3D art, 2D art, statue, model, sketch, casting, mould, bronze**
Painting of Children • Introduction to Hogarth and The Graham Children • Using line to plan a painting • Matching colour and using different brushes • Drawing children playing • Creating pictures based on the Graham Children	**Sculpture** • An introduction to sculpture • A study of Degas' Little Dancer' • Making models • Casting • Adding colour to sculpture • Different styles of sculpture

BEYOND THE ORCHARD

SPORT

PHYSICAL EDUCATION

Summer 1: Athletics

To understand why a warm up is important in athletics and PE.
To introduce sprinting - what is it and how is it different to normal running?
To understand the key teaching points for sprinting.
To enjoy fun team races including, egg and spoon, skipping, sack race and hurdles.
To understand the correct technique for overarm throwing and jumping.
To improve coping strategies for winning and losing.

Summer 2: Tennis

Develop basic hand-eye coordination.
To develop forehand and backhand technique..
To understand the teaching points for a volley.
To be able to return a forehand and backhand from a teacher's feed.
To look at basic rallying

GAMES

Striking and Fielding

Through variations of games such as cricket and rounders
To improve throwing and catching practise
To understand how to hold a bat, batting technique
To enjoy fun games related to striking and fielding
To work in a team successfully.

Computing

Data handling: Introduction to data

Learning what data is and the different ways that it can be represented as well as developing an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers.

Creating media: Digital imagery

Using creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. Learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.

BEYOND THE ORCHARD

French

- **French phonics**
  ORACY
  Step 1 – Identify and practise the individual sounds in numbers 1 to 10
  Step 2 - Blend the sounds to produce the whole word
  Step 3 – Connect the meaning of the word to its sound
  Step 4 – Identify and practise the graphemes for each sound
  Step 5 - recognise numbers 1 to 10 in reading
- **Stories :**
  "Cinq pommes rouges", "Petit poisson blanc compte jusqu'à 10" "Petit poisson blanc" "Trotro a la plage"
- **Song** "Le printemps est arrivé"

Music & Performance

Drama

During the summer term Form One will continue to engage in bespoke games and activities designed to enhance collaboration and teamwork. Pupils will build on the previous term's work discovering feelings and emotions and continue to create still pictures and short scenes devised from their exploration in class. Later in the term, students will extend their exploration of poetry, culminating in a performance showcase for their teachers and peers.

Music

Responding to Pulse:

Students will connect their natural movements of walk skip jog run to the pulse (steady beat) of music, both live and recorded.(This might involve stepping, jumping, or walking on tiptoes in response to different pieces of music).

Performing Rhythmic Patterns:

Students will engage in copycat rhythm activities, where they learn to accurately perform rhythm patterns led by the teacher. They will also explore creating and performing their own rhythm patterns, including repeating patterns (ostinati) while maintaining a steady beat.

Using Untuned and Tuned Instruments:

This term the use of various instruments, including untuned percussion (like wood blocks) to explore rhythm and pitch.

Creating Music:

Children will be given opportunities to explore combining rhythmic patterns with melodic patterns and sounds.

Internalizing Pulse and Rhythm:

A key goal for the children in year 1 is to internalize the sense of pulse and rhythm, making it a natural part of their musical experience.

Exploring Different Rhythmic Structures:

The curriculum moves from simple rhythmic patterns to more complex ones, encouraging students to understand the difference between pulse and rhythm, where pulse is the steady beat and rhythm is a pattern of sound lengths.

Children will also sing a variety of songs alongside this focus on pulse and rhythm.

Knowledge Organisers

What is a Knowledge Organiser?

A knowledge organiser shows the key factual knowledge that we want our children to use and remember to have basic knowledge and understanding of a topic. These are a one page overview of each topic taught over a half term and can include:

- Key vocabulary and technical terms
- Images such as maps, diagrams or photographs
- A timeline
- Famous quotations
- Essential knowledge laid out in easily digestible chunks

The Benefits of Knowledge Organisers

- They help children learn and retain the knowledge of the curriculum.
- They give children the 'bigger picture' of a topic, subject area or concept.
- It provides opportunities for regular retrieval which aids long term retention
- They make the knowledge explicit.

How You Can Use Knowledge Organisers to Help Your Children with Their Learning.

- Using them as a springboard for discussion - Talk to your child about what's on the knowledge organisers.
- Quizzing - Crucially, all information information on a knowledge organiser is quizzable. Fun, low stakes quizzes of the information will help children learn and remember the knowledge.
- Displaying them somewhere at home will enable your child to become more familiar with the knowledge.

Knowledge Organiser: Plants

Rocket Words

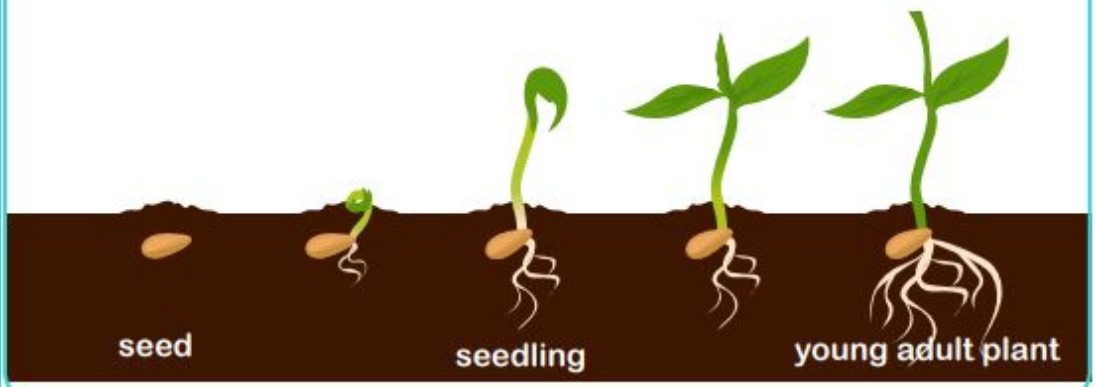
	seed	the small part of a plant which grows into a new plant
	plant	a living thing that has roots, a stem or trunk and leaves
	stem	part of a plant that supports a flower
	petal	a leaf that forms part of a flower and is usually coloured
	deciduous	trees that drop their leaves every year
	evergreen	trees that keep their leaves all year round
	fruit	part of a plant that has seeds
	vegetable	part of a plant that can be eaten

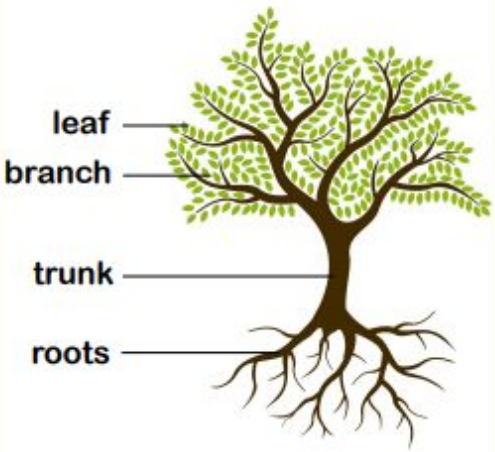
wildflower
flowers that are not planted by a person

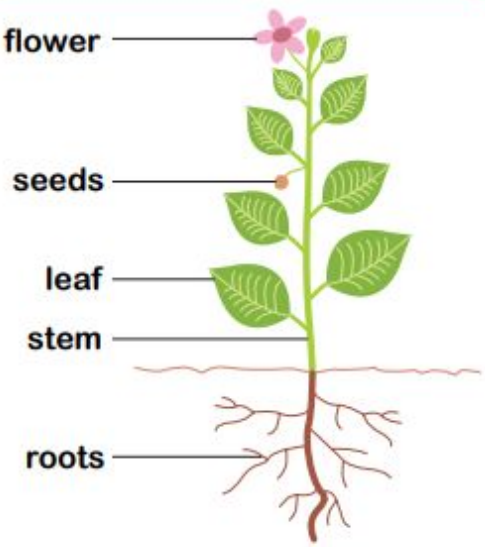
deciduous
trees that drop their leaves every year

evergreen
trees that keep their leaves all year round

Seeds grow into **larger plants** such as flowers, bushes and trees.







Knowledge Organiser: Exploring Everyday Materials

Rocket Words

material	anything that is used to make something else
fabric	a piece of cloth
wood	a material that comes from trees
plastic	a man made material that can be melted to change its shape
metal	a shiny and strong material that is found in the ground
property	a characteristic of something
opaque	not letting light pass through
transparent	see through

The Seven Continents

KEY VOCABULARY

Earth	the **planet** we live on
continent	one of the world's seven **areas of land**
ocean	a very large **area of water**
globe	a model of **our earth** showing the continents and oceans
North Pole	a very cold place at the **'top'** of the Earth
South Pole	a very cold place at the **'bottom'** of the Earth
equator	an **imaginary line around the middle** of the Earth

Parliament and Prime Ministers

KEY VOCABULARY

Bill of Rights	an important piece of **paper that said the British Parliament could make laws** and guide the King and Queen: William and Mary signed it when they became King and Queen
parliament	a group of people **chosen to represent the people** who live in a country (the parliament make decisions for the people)
election	when **people choose** who they would like to be in parliament
Prime Minister	the **leader** of the government
government	the group of people who make up the **leading political party in the parliament**
political party	a group of **people who work together** to gain power in parliament
vote	a **choice, marked on a piece of paper** with a cross
budget	the government's **plan to spend money** on things the country needs
services	**things that the government provide** for the country, e.g. schools, hospitals, the police force and the fire service

Assessments Summer Term

Understanding Standardised Scores

Pupil performance in assessments is measured using a standardised age score (SAS). Standardised age scores can range from 58 at the lowest end, to 142 at the highest end (depending on the test). The average standardised age score is 100. Please note that a child's score is an indication of their ability on any one occasion, as performance can be affected by a number of factors and should be considered together with other indicators of ability. Standardised age scores allow for a fair comparison of results, as they take into account:

- **The number of questions answered correctly**
- **The difficulty of the questions answered**
- **The pupil's age at the time of assessment**
- **The pupil's performance compared to a national sample**

Assessments taken by Form 1 children at Orchard House School in the Summer Term

PTM (Progress Test in Maths)

The Progress Test in Maths (PTM) is an attainment test that reflects current approaches to the assessment of Mathematics. Each test assesses key aspects of Maths appropriate to the age of the students, including Mental Maths for students. PTM measures students' mathematical skills and knowledge in areas such as number, shape, data handling and algebra, as well as their mathematical reasoning and problem solving. This paper based test yields both raw scores and standardised scores, which provides teachers with much useful information that can be used for both formative and summative purposes. This will take place in week 6 of the Summer Term during Maths lessons.

PTE (Progress Test in English)

The Progress Test in English (PTE) is a test designed to assess each student's attainment in English. It is a paper based test and is tailored to the age of the child. For example, phonic knowledge and skills will be tested in the youngest age groups; spelling, punctuation and grammar will be tested in later years. This will take place in week 6 of the Summer Term during English lessons.

NGRT (New Group Reading Test)

This is a standardised, termly assessment to measure reading and comprehension skills against the national average. It is used to identify where intervention may be needed and to monitor progress made. This test will be taken termly in paper form during the 3rd-4th week of term during English lessons.

RWI Phonics Assessments

Form 1 are assessed individually each term using the RWI Phonics Assessment. Progress in phonics can be tracked by teachers and children are grouped into their phonics groups using information provided.

Government Phonics Screening Check

This is an assessment for Year 1 pupils to determine if they have met the expected standard in phonic decoding. The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words. Pseudo-words are words that are phonically decodable but are not actual words with an associated meaning.