



UNITE

YEAR 1 Summer 2025



Staff members who work closely with your child: Mrs Purtill, Mr Clarke, Mrs Allen, Mrs Dalton, Miss Jones, Miss Coxon, Miss Lundy and Mr Manso.

Important dates for your diary this term:

Music Recitals: Monday 14th July

Achieve opportunity to meet Pastoral lead / Inclusion & SEND lead: Wednesday 16th July

Pentecost Party – Wednesday 11th June

How can we unite to support learning this term?

- Please ensure that you are listening to your child read daily. Reading records to be in school each day with a signature/ comment to indicate that your child has read.
- Please also support your child by practising weekly spellings with them
- Please give lots of encouragement with letter and number formation when your child is writing at home.
- Please give your child the opportunity to log onto Purple Mash often.
- Please encourage your child to get dressed on their own to develop independence.
- Please ask questions about what your child has been learning each day.

A weekly update, the Sacred Heart Standard, is uploaded to our website each Friday and a link is text to those registered with our text messaging service. Do not miss this important weekly newsletter. <https://www.sacred-heart.bolton.sch.uk/newsletters/>

Key information for this class:

PE days:

1P- Tuesday and Wednesday

1C- Thursday and Friday

Reading books are changed on: Tuesdays

Spelling test day: Thursdays

Homework given on: Spellings to learn for the following week will be given.

Useful websites:

[ClassDojo](#)

[Home - MyMaths](#)

[Purple Mash by 2Simple](#)

[Spelling Shed - Spelling Shed - The Science of Spelling](#)



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YEAR 1 SUMMER 2025: This term we are learning about...

Curriculum: Further information on our curriculum intent and the curriculum in each subject is available on our school website:

<https://www.sacred-heart.bolton.sch.uk/curriculum-map/>

RE: Branch 5 - To the ends of the Ends 1.5.1 Easter Sunday 1.5.2 The Road to Emmaus 1.5.3 The Ascension 1.5.4 Pentecost 1.5.5 The Mission of the Church Branch 6 - Dialogue and Encounter 1.6.1 The Catholic Church 1.6.2 Our Parish Church 1.6.3 The Church in the World 1.6.4 Jewish Life in Britain 1.6.5 Jews Celebrate God's Love and Care 1.6.6 Islam	English: Key texts to support writing: - Handa's Surprise (Recount) - Bringing the Rain to Kapiti Plain (Narrative Description, Persuasive Speech) - Wild Things (Character description, Diary entry) - Wild (Diary entry, Letter)	Maths: - Count in 2's 5's and 10's - Fractions - Position and direction - Place Value within 100 - Money - Time	Science: • Animals Including Humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Seasons (Spring) Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies
Computing Big question: What will technology be like in the future? - Animated Stories - Coding	Art & Design: Focus: Laudato Si Sculptures Artists: Clare Borsch Andy Goldsworthy Key Skills: Drawing, colour and environmental photography Media: Pencils, coloured pencils, scissors, natural forms, string, iPads Formal Elements: Line, shape, form, colour, texture, pattern Key Questions: How can we be activists for Climate Change through art. How can we influence others and protect Gods planet through art? Art Visit: Yorkshire Sculpture Park / Y1 ART & DESIGN Beach.	Design & Technology: Fruit Smoothie Research – research what a fruit salad is, how you make one and where different fruits come from around the world, taste fruits. Skill Practice – practice cutting fruits and blending. Design – Design a smoothie. Make – Make a fruit smoothie. Evaluate - How affective was this design?	Music The Beatles Children, you will perform the songs you learn with your own made up rhythmic accompaniments. Skill Focus: Learn to play as an ensemble in time with others • A simple rhythm • Simple changes in rhythm • Their part in a rhythm/beat combination
History: Beyond living memory: Seaside holidays from the past • What was going to the seaside like 100 years ago? • What kind of things did people do at the seaside 100 years ago? • How do we know what holidays were like 100 years ago when there is nobody alive to tell us? • Do we go to the seaside for the same reason people went 100 years ago? • How have seaside holidays changed over the last 100 years?	Geography: Local Area: Fieldwork • Differences between urban and rural areas. • Features of our school grounds. • Features of our local area. • How to identify Ordnance Survey map symbols. • How to create a map of our local area.	French: • Saying what pets you have • Know some weather phrases • Know some classroom items • Making simple statements (about pets, weather) • Asking questions	Physical Education: Gymnastics Striking and fielding
PSCE & RHE: Module 3: CREATED TO LIVE IN COMMUNITY Unit 1: Religious Understanding Three in One Who is my Neighbour? Unit 2: Living in the Wider World The communities we live in		Educational Visits & Visitors:	