



Connor Downs Academy

Head of School: Mrs J Eddy



Connor Downs Academy

Year 1

Summer Term 2025

T: 01736 753135

E: hello@connordowns.org.uk

W: www.connordowns.org.uk

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English – Phonics and Writing

This term Year 1 have been looking at non-fiction texts and how to create a fact file, we looked at a selection of books and sorted them into fiction and non-fiction, then we looked at the features of non-fiction texts in closer detail. Using the knowledge we gained, we then wrote descriptive sentences about an animal from each of the different animal groups, mammal, fish, insect, amphibian, reptile and bird.



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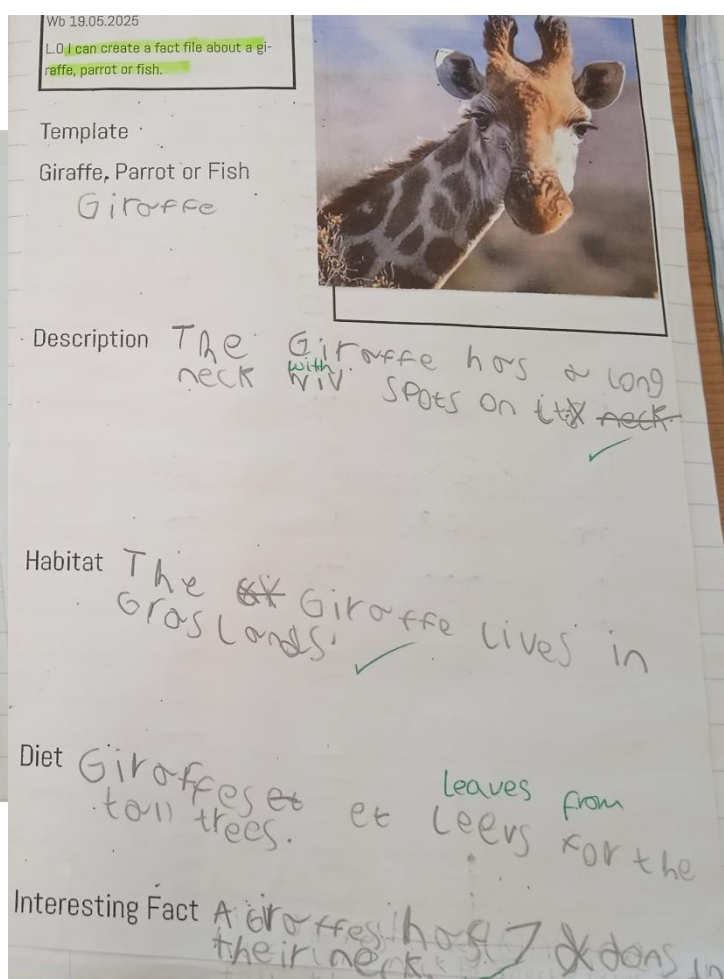
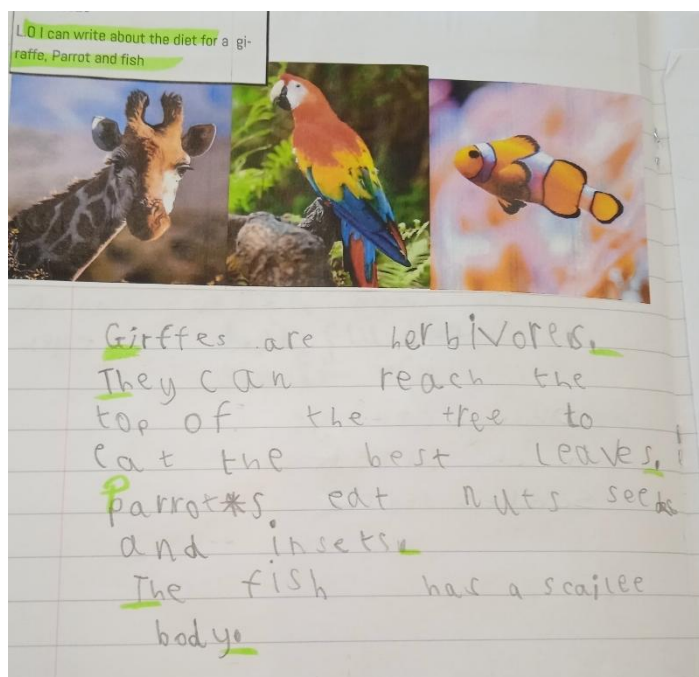
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We continued to build up our writing toolkit by focusing on writing a description for 3 different animals - a clown fish, parrot and giraffe. After this we concentrated on looking at and writing about the different habitats they live in and finally we looked at and wrote about their different diets. Once we had all of our sentences, we chose our favourite animal out of a clown fish, parrot and giraffe and created our own fact file, drew a picture of the animal for the fact file and some were challenged to add an interesting fact.





The second part of term we focused on the traditional story 'The Tales of Peter Rabbit'. To develop our story writing skills, we firstly looked at sequencing the story and identifying the beginning, middle and ending. Once we had identified the

beginning, middle and end we created a new character for the story, we drew a picture of the new character, gave it a name and then wrote a description. We then wrote the story with the new character in, using the original story



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pictures to help us. The children have really enjoyed looking at Peter Rabbit and developing their story writer toolkit.



Summer term for Year 1 has been really busy for Phonics as we have had our Phonics Screening Check. We have spent lots of time recapping all of our phase 3 and 5 sounds. We have also focused on reading and writing lots of different words with alternate sounds in, for example the sound ee, ea, ey e-e and writing see, sea. We have then further developed this by writing sentences with high frequency words, tricky words and words focusing on alternate sounds. Finally, we have concentrated on reading lots of different real and alien words using our amazing sounding out and blending skills, we have done this in many different ways whole class, small groups, boys, girls, table groups and one-to-one, the children have particularly enjoyed sharing these skills in the variety of different ways. We are all extremely proud of how well the children have done with their phonics in Year 1 and thank you all for your efforts at home.

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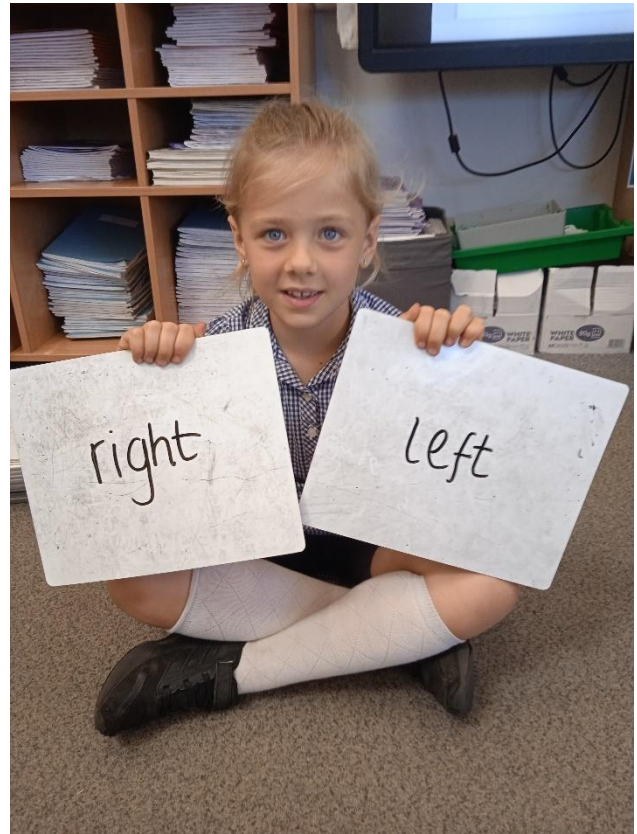
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Maths

Year 1 have studied lots of different areas in maths this term. We began the term looking at multiplication and division, we started by looking at counting in 2's, 5's and 10's, then we made equal groups and added equal groups. We then focused on making arrays and doubles and finally sharing equal groups. After this we then looked at describing turns and position, we started by looking at quarter, half, three quarter and full turns, we then looked at right, left, forwards, backwards, above and below.

Also this term we have focused on



fractions and place value within 100. When learning about fractions we looked at finding half of a shape, half of an amount and different ways of showing half. We then moved on to making a quarter, finding a quarter of a shape and finding a quarter of an amount. We have also looked at place value within 100, we started by

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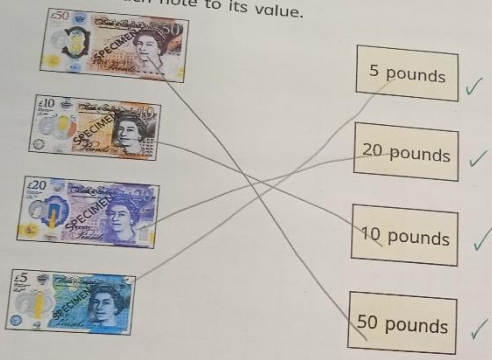
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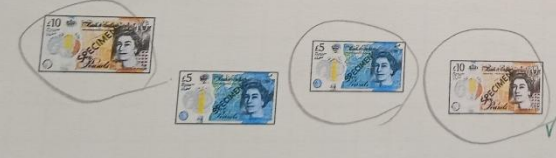
counting to 100, counting forwards and backwards from a given number within 100 and introduced using a 100 square. We then focused on partitioning numbers into tens and ones, looked at comparing numbers using greater than, less than and equal to, ordering numbers forwards and backwards starting with smallest or greatest. Finally, we looked at one more and one less of any given number within 100. Our final topics were money and time. We looked at recognising different coins and notes, looking at similarities and differences and then adding and subtracting using money, working out which coins would make the change. When studying time we started by looking at before and after and ordering activities into morning, afternoon and evening. We then looked at the calendar looking at days of the week, months of the year, dates and yesterday, today, tomorrow. We then progressed to looking at clocks and telling the time o'clock and half past. We finally looked at writing time in seconds, minutes and hours for different activities and comparing how long different activities take to complete.

Recognise notes

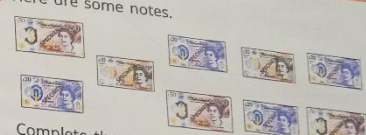
1 Match each note to its value.



2 Dan has 2 ten pound notes and 1 five pound note. Which notes has Dan got?



3 Here are some notes.



Complete the sentences.



There are 0 5 pound notes. ✓



There are 2 10 pound notes. ✓

There are 4 20 pound notes. ✓

There are 3 50 pound notes. ✓

4 Which note has the smaller value?

a)   5p is smaller ✓

b)   10p is smaller ✓

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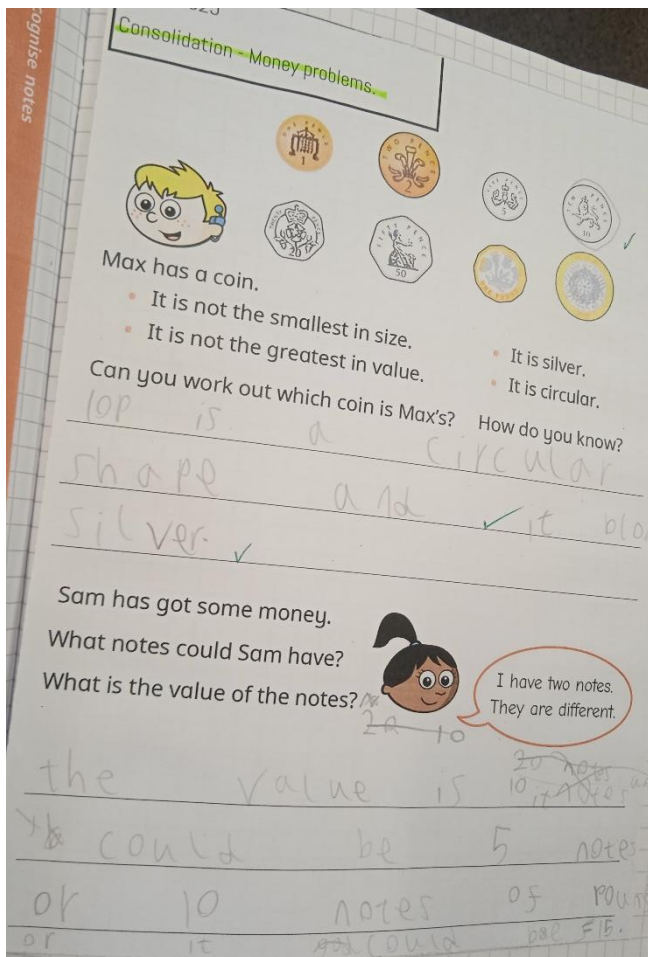
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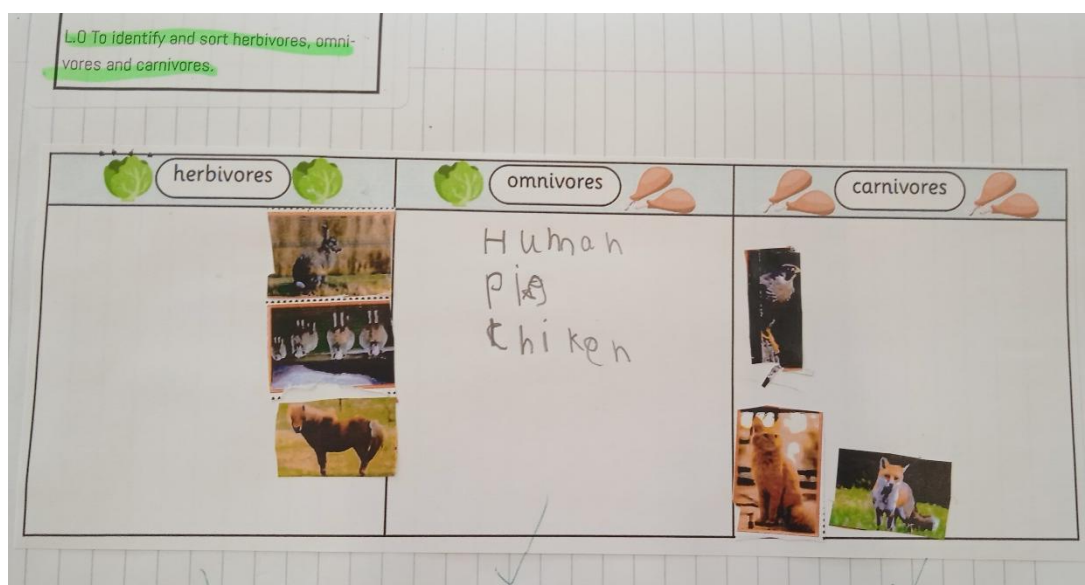
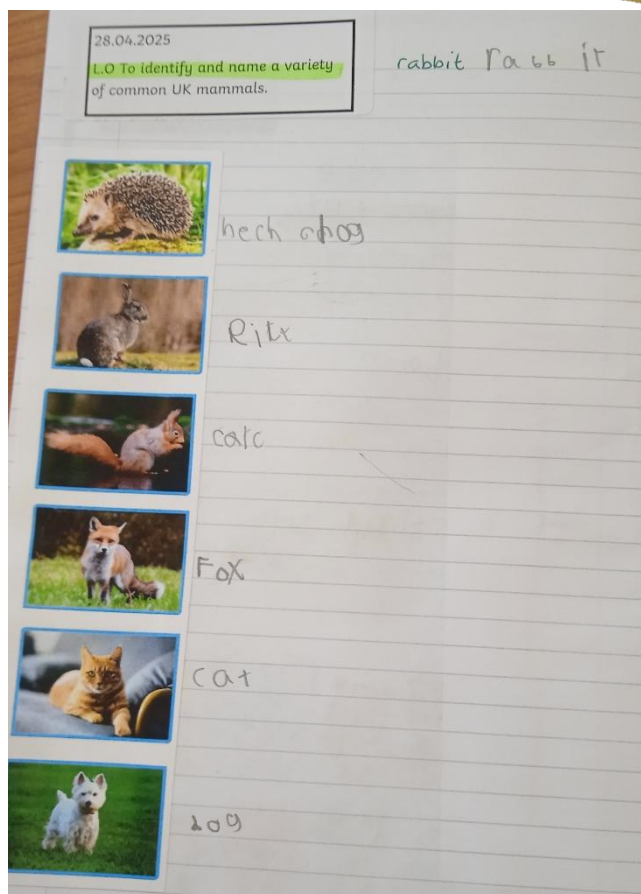
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Science

In science we have focused on identifying different animals. We have sorted them into different groups – mammal, fish, bird, insect, amphibian and reptile. We then looked at sorting animals into different groups by what they eat herbivores, carnivores and omnivores. We learnt that herbivores only eat plants, carnivores eat meat and omnivores eat both meat and plants. We then looked at how to care for pets, we looked at how to care for our school rabbits.



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In the second half of the summer term we learnt about who made Lego and completed some Lego challenges. We also looked at who built the Eden project and how to create sensory gardens.



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History

In history this term we have looked at Castles. We identified the purpose of castles, the different parts of castles and some important historical figures who built castles. We had a special trip to Pendennis Castle where we learnt about Henry VIII and why Pendennis Castle was built. We had a special guide tell us about the different people that would have worked or visited Pendennis Castle in the olden days. Each group on the trip had a box of traditional items, they studied them and guessed what they were used for and they finally dressed as people from the era.

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Geography

In geography this term we have been looking at the different continents in the world and focusing on finding out some facts and information about a country within that continent. We have looked at France, China, Australia, Kenya and America. We started by finding the different continents on the map and then fact finding for each country.

I really enjoyed my trip to Australia. Draw and describe 3 things I did on my holiday.

kangaroo	didgeridoo	Bondi beach	Sydney Opera House
koala	Ayers rock	Boomerang	

In Australia, I saw kangaroos and koalas swimming ✓

In Australia, I went to Bondi beach and I swam ✓

In Australia, I had a picnic ✓

This is a map of EUROPE. Europe is a CONTINENT.

Buddy the Bee lives in the United Kingdom. Colour this country in RED.

Buddy travelled to France. Colour this country in GREEN.

Fill in the blanks using the words in the word box to show what Buddy the Bee did in France:

- Buddy ate snails and baguettes
- Buddy climbed to the top of the Eiffel Tower
- Buddy learnt how wine was made at a vineyard
- Buddy watched cyclists in the Tour de France.
- Buddy went to a famous museum called the Louvre
- Buddy waved the French flag which is blue, white and red.
- Buddy learnt some French words like 'Bonjour'!

snails	Eiffel Tower	Louvre	cyclists
white	baguettes	French	vineyard

Choose the correct answer for each of these questions about China.

Which continent is China in?

Europe	<u>Asia</u>	Africa
--------	-------------	--------

What kind of money is used in China?

<u>Yuan</u>	Pounds	Euros
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Which of these animals would you only find in China?

Lion	Shark	<u>Panda</u>
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Which mythical creature is special in China?

Ogres	<u>Dragons</u>	Pixies
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What do Chinese people eat with?

Forks	Spoons	<u>Chopsticks</u>
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What did diggers find buried near the first emperor's grave?

Clay dragons	Clay pots	<u>Clay soldiers</u>
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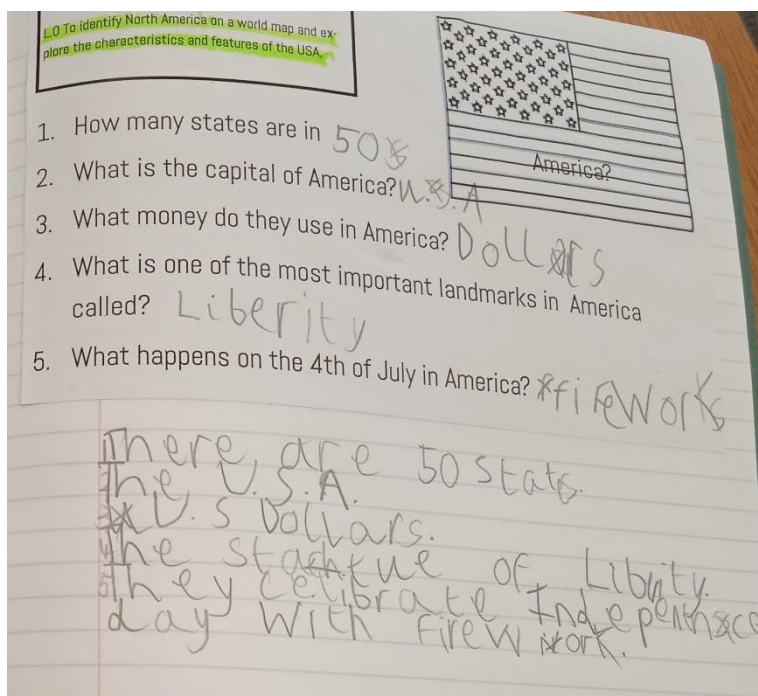
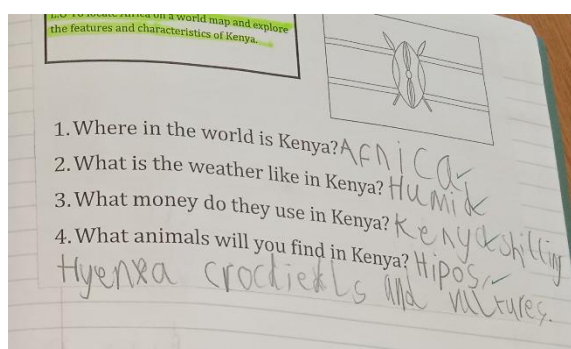
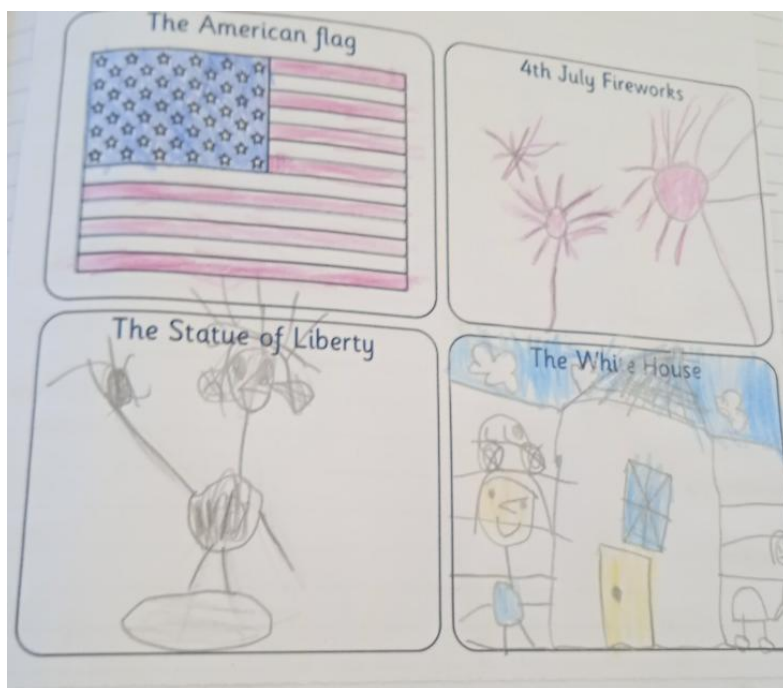
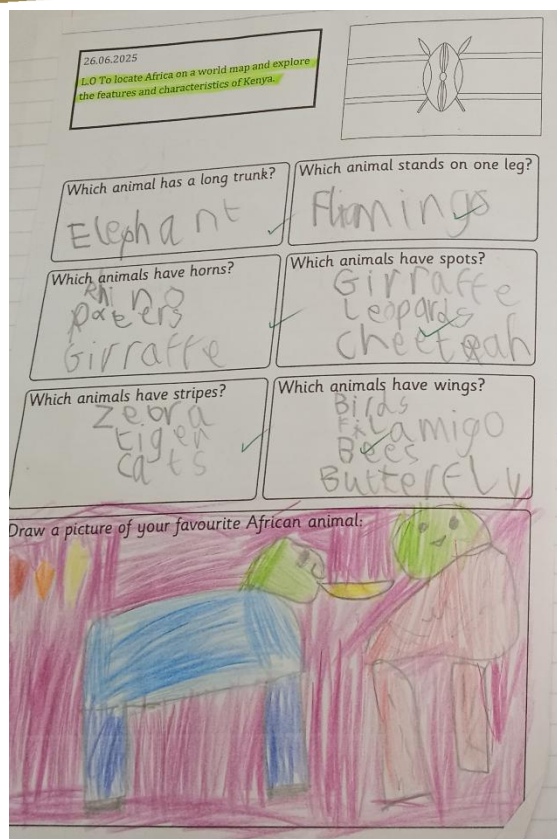
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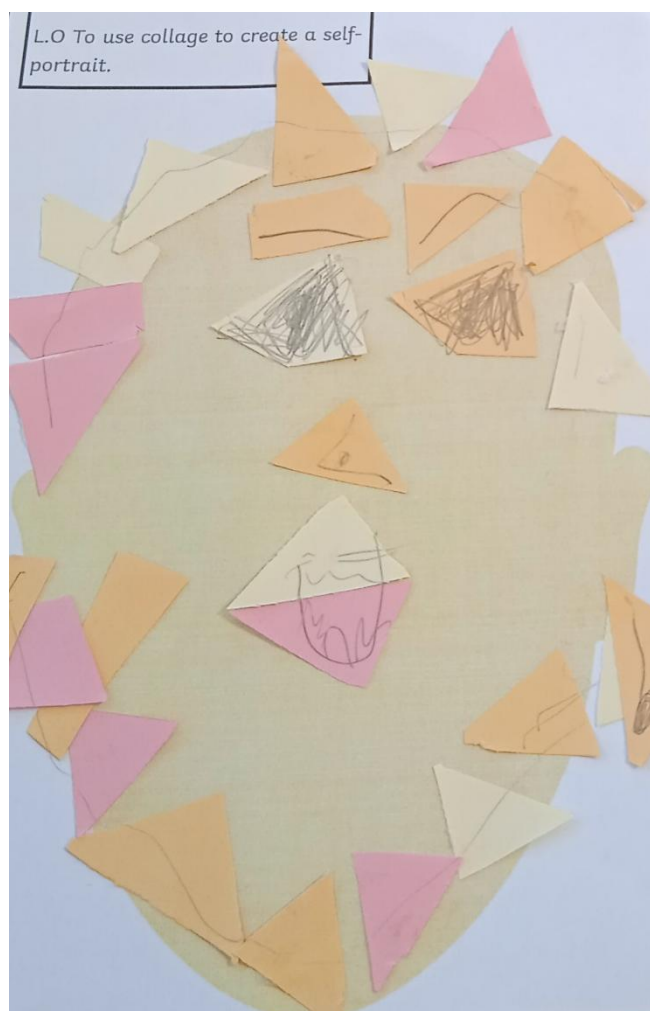
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Art and Design

This term in art we have focused on creating self-portraits. We made them using collage, water colours and then we looked at different types of sketching pencils and how each pencil can create different detail. We then used mirrors to help us draw our own self-portrait



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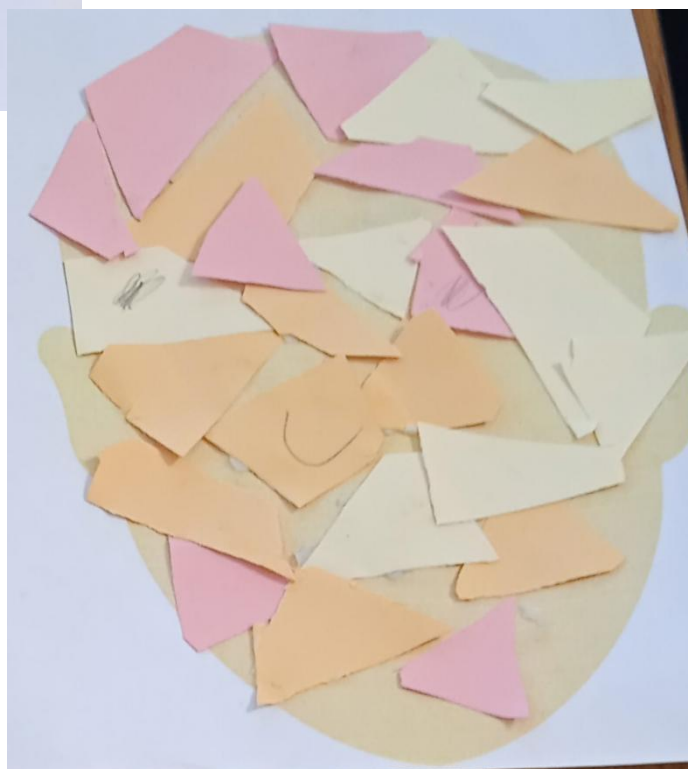
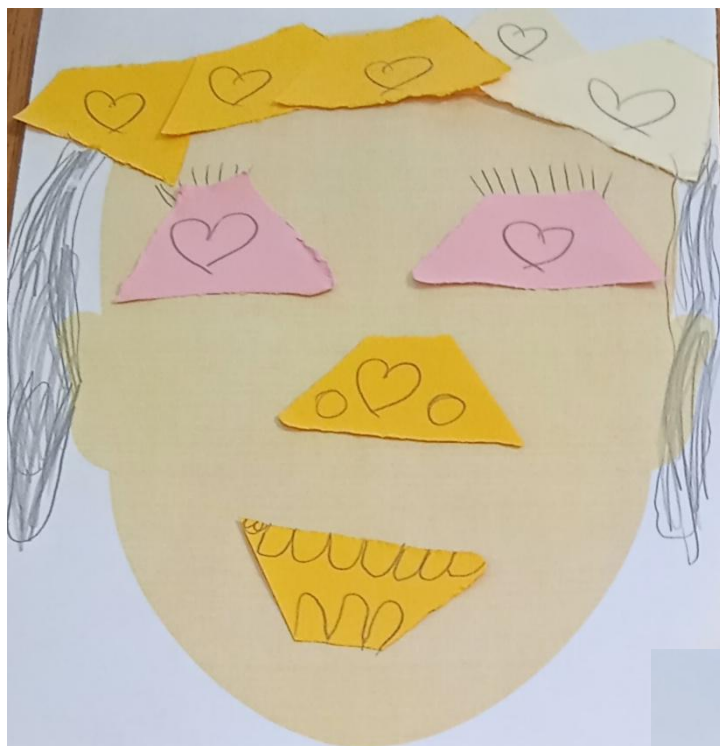
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In design we used our cutting out skills to create our own moving minibeast pictures.



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PE

In the first half of the term, we completed our health and wellbeing topic. The children learned about agility, balance and coordination and why these are important skills needed when playing sport. We ended the topic by completing a range of activities designed to develop their agility, balance and coordination skills.

During the second half of the term, the children attended swimming lessons at St Ives Leisure Centre.



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RE

This term in RE we have looked at Christianity and Islam. We looked at different places of worship. A Christian church and an Islamic mosque and what artefacts you find in them. We also looked at sacred books – the Qur'an, the story of the Prophet Muhammad and the black stone and the story of Yunus.

	This is a <u>Torah</u> ✓ It is the <u>Jewish</u> holy book.
	This is a <u>Bible</u> ✓ It is the <u>Christian</u> holy book.
	This is a <u>Qur'an</u> ✓ It is the <u>Islamic</u> holy book.
The Torah is read at least three times a week. True <input checked="" type="checkbox"/> False <input type="checkbox"/>	The Bible is a collection of books. True <input checked="" type="checkbox"/> False <input type="checkbox"/>
The Qur'an is the Christian holy book. True <input type="checkbox"/> False <input checked="" type="checkbox"/>	Some stories are in the Torah, the Bible and the Qur'an. True <input checked="" type="checkbox"/> False <input type="checkbox"/>

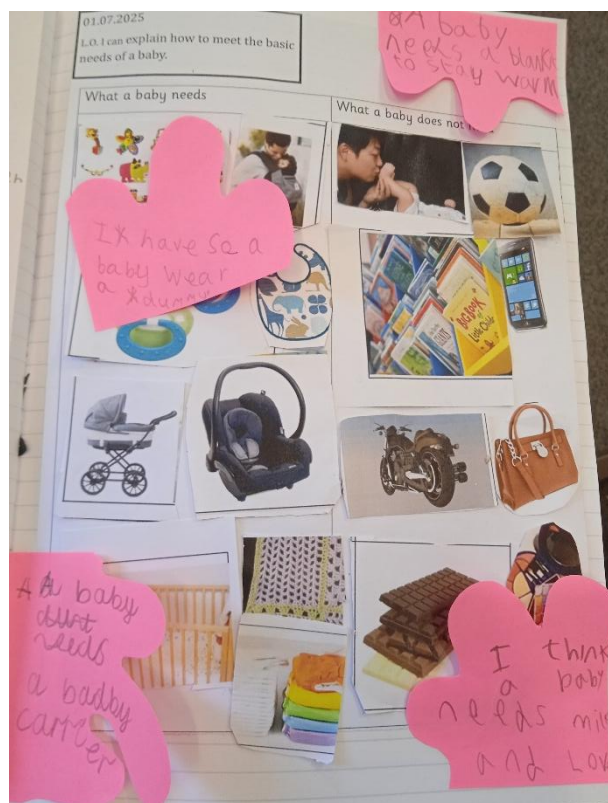
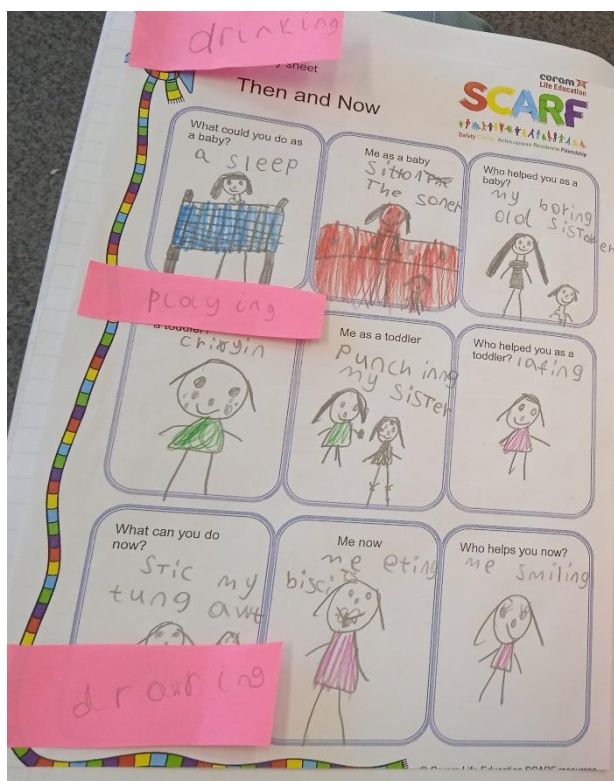
To understand what 'holy' means and why a holy book is considered 'holy'?

To be holy means to be untaught, pure and perfect. ✓



PSHE

In Year 1 have been looking at being my best and how to stay healthy, We then looked at growing up, what babies need and do not need and what we could do as a baby and what we can do now.



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Computing

This term in Computing, Year 1 started to learn about grouping data. They labelled objects according to their properties (colour, big/small...etc), identified that objects can be counted, described objects in different ways, counted objects with the same properties, compared groups of objects and answered questions about groups of objects.

During the second half of the term, the children used the Chromebooks to explore digital writing. First of all, they learned how to log on to the Chromebooks. They then used Google Docs to write, they learned how to add and remove text, identified how to change the look of text, made careful choices, explained why they used particular tools and compared writing on a computer with writing on paper.



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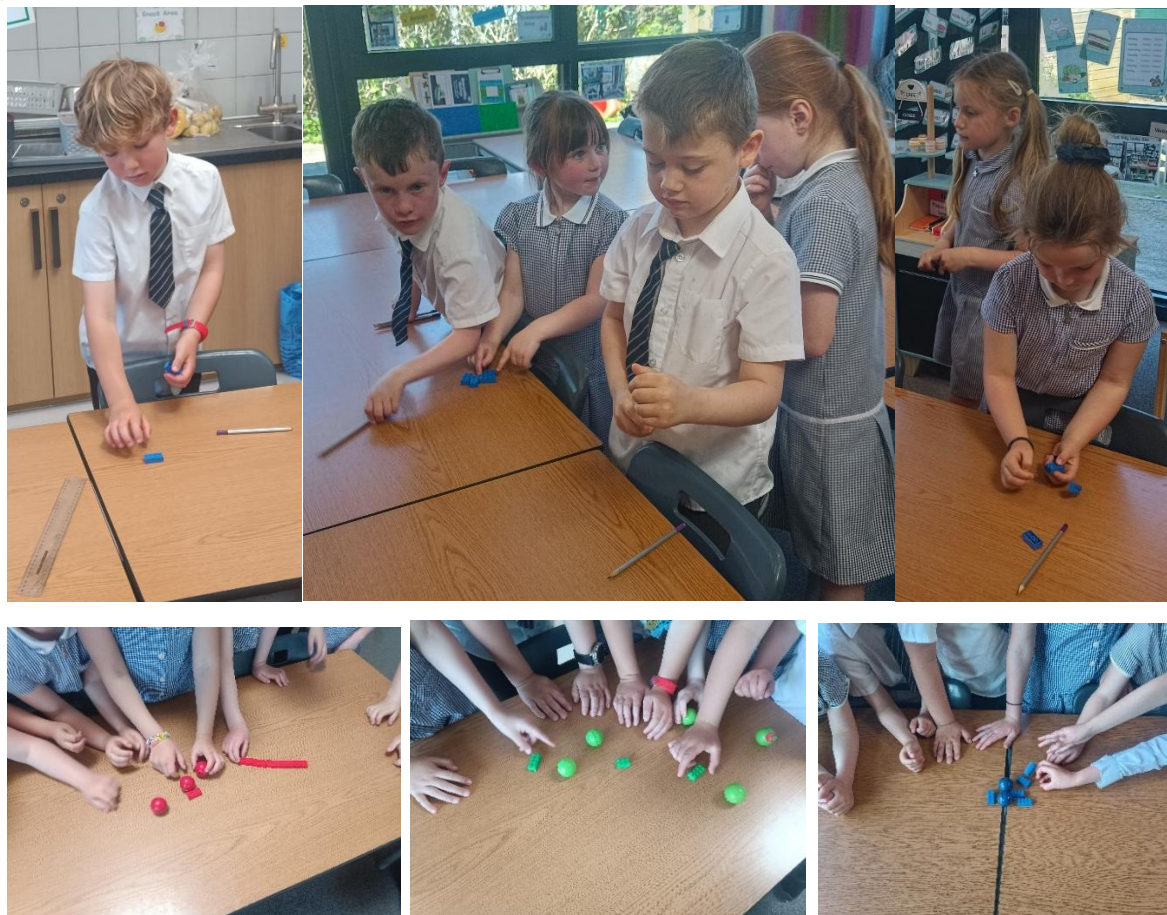
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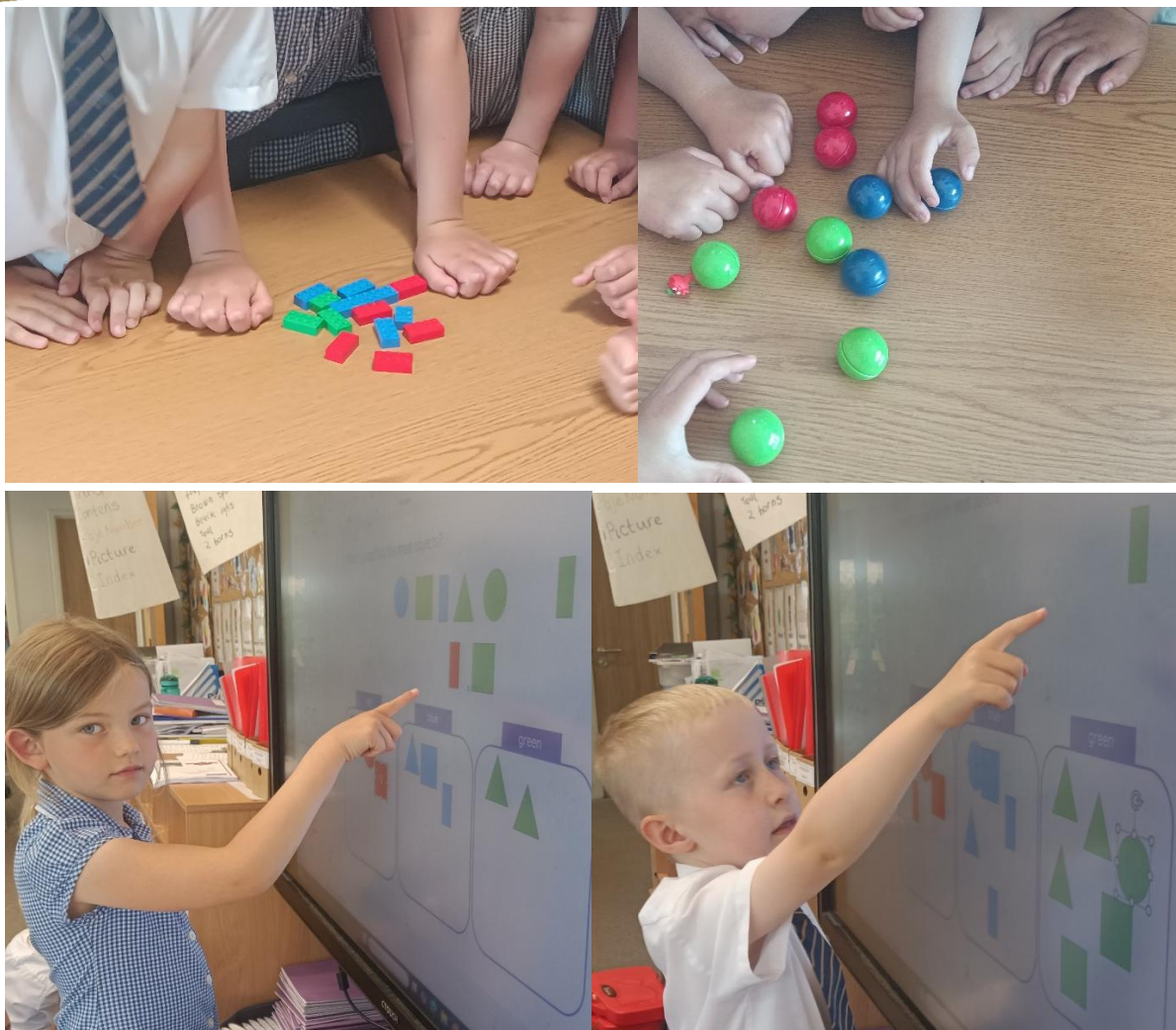




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Registered in England & Wales - Company No. 07387540

Registered Office: Aspire Academy Trust, Unit 20, St Austell Business Park, St Austell, Cornwall PL25 4FD



Music

In Music this term, the children learned to sing, and play the glockenspiels for, the song 'Your Imagination'. This song has two parts in it and the children did an amazing job of singing them. In the second half of the term, we followed the reflect, rewind and replay topic. In this topic, the children listened to classical songs, identified the instruments they could hear within a range of songs, explored the meanings of the interrelated dimensions of music and practised singing three songs they had learned this year ready to perform them.

During each music lesson, the children listened to a range of songs and decided whether they liked them or not. They used the interrelated dimensions of music – pulse, rhythm, pitch (high and low sounds) and tempo (speed of the music) - to explain why they did or did not like each piece they listened to.



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