

**The Ryde School**  
Curriculum Information  
Summer Term 2026  
Year 1

Curriculum Area	Topics Covered
Art	<p><b>Through our investigations into sculptures we will explore:</b></p> <ul style="list-style-type: none"> <li>• that making art in 3 dimensions is often called Sculpture.</li> <li>• that we can generate ideas through playful exploration.</li> <li>• that we can build understanding of properties of materials through manipulation.</li> <li>• that making sculpture is a partnership between materials, ideas, hands and tools.</li> </ul>
Religious Education	<p><b>We will be exploring – What makes some places sacred?</b></p> <ul style="list-style-type: none"> <li>• We will be learning from different religious and spiritual ways of life about places of worship for Christians, Jewish people and Muslims.</li> </ul>
Design and technology	<p><b>Through our investigations into structures we will:</b></p> <ul style="list-style-type: none"> <li>• have the opportunity to create our own structure as we create plans, adapt our plans and think about the purpose of our structure.</li> </ul>
Geography	<p><b>Through our Geography sessions and fieldwork opportunities we will be:</b></p> <ul style="list-style-type: none"> <li>• asking and answering geographical questions such as: What is this place like? What will I see in this place? What is the weather like in this place? How does it compare with Hatfield?</li> <li>• exploring compass directions and using this knowledge to locate places.</li> <li>• using maps, atlases and globes to identify continents and oceans.</li> <li>• using geographical vocabulary to learn about human and physical features of places studied.</li> </ul>
History	<p><b>We will be learning how significant people and events have helped shape our world by:</b></p> <ul style="list-style-type: none"> <li>• exploring significant people from the past – Rosa Parks, Emily Davison, Emily Pankhurst, Grace Darling and Queen Elizabeth I.</li> <li>• using artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• asking questions such as - What was it like for people? What happened? How long ago?</li> <li>• visiting Hatfield House to experience where Queen Elizabeth 1 lived.</li> </ul>
Computing  Project Evolve	<p><b>Through our investigations into Programming Animations and Digital Writing we will be:</b></p> <ul style="list-style-type: none"> <li>• introduced to on-screen programming through ScratchJr.</li> <li>• introduced to the early stages of program design through the introduction of algorithms.</li> <li>• more familiar with using a keyboard and mouse to enter and remove text.</li> </ul> <p><b>Our Project Evolve learning will help us to:</b></p> <ul style="list-style-type: none"> <li>• explain why work I create using technology belongs to me.</li> <li>• understand that work created by others does not belong to me even if I save a copy.</li> </ul>
Physical Education	<p><b>By participating in PE we will be:</b></p> <ul style="list-style-type: none"> <li>• learning the importance of physical exercise to keep us healthy.</li> <li>• able to use skills relevant to games, including running, stopping, jumping, chasing, dodging and skipping.</li> <li>• given opportunities to practise new skills and techniques.</li> </ul> <p><b>Through our orienteering sessions we will be:</b></p> <ul style="list-style-type: none"> <li>• mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.</li> </ul>
Science	<p><b>As part of our Science investigations we will be learning about:</b></p> <p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>• Plants in the local environment.</li> <li>• Seasonal plants</li> </ul> <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>• Identify animals which are more likely to be seen in different seasons.</li> <li>• Explain why some animals are only seen at night.</li> <li>• Make observations of animals.</li> <li>• Identify the food of some common animals.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Identify natural and man-made materials.</li> <li>• Physical properties of materials.</li> </ul>

	<ul style="list-style-type: none"> <li>• Plastic vs Paper.</li> <li>• Make predictions about which materials will float and sink.</li> </ul> <p><b>Seasons:</b></p> <ul style="list-style-type: none"> <li>• Observe change in day length.</li> <li>• Identify how to measure weather.</li> <li>• Migration and hibernation.</li> </ul>
Music	<p><b>By participating in our music lessons we will be:</b></p> <ul style="list-style-type: none"> <li>• exploring the history of music and learning some of the language of music.</li> <li>• clapping and improvising to different rhythms.</li> <li>• singing and playing instruments.</li> </ul>
PSHE	<p><b>Through our PSHE discussions and learning we will be covering:</b></p> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• How to build positive and healthy relationships.</li> </ul> <p><b>Changing Me:</b></p> <ul style="list-style-type: none"> <li>• How to cope positively with change.</li> </ul>

**Enrichment Activities:**

An outing to Knebworth House to explore the world around them and develop their understanding of scientific ideas as they discover how plants grow in the context of a beautiful, established, working garden. We will walk to Hatfield House to explore where Queen Elizabeth 1 lived and the oak tree where she was informed she was going to be Queen.

Fortnightly family reading sessions.

Outdoor Adventurous Week

Sports Day

**How you can help your child:**

You can have a huge impact on your child's reading journey by continuing their reading practice at home.

There are two types of reading book that your child will bring home.

**A reading practice book:** This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together and record their reading by writing in their reading record. We check this reading record weekly.

**A sharing book:** In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

**Tricky words:** Keep practising the tricky words at home. Each half term you will find them in their reading record. Children need to be able to read and spell these words. Remember to use the Little Wandles website, parent section, for more ideas to support and help your child at home.

<https://www.littlewandlelettersandsounds.org.uk/>

**Handwriting:** keep encouraging and practising correct letter formation at home and practise any letters that they find more difficult. Use the handwriting formation sheet as a guide.

The Numbots website is a great opportunity to continue and enhance their maths learning at home.

Have a go at researching some of the topics we are learning about this term.