



Year 1 Overview of Learning

Summer 2 2024

Welcome back and hope you all had a relaxing half term break! This half term will see the children in Year 1 learning;

English:

This half term we will be focusing our learning through experiences such as the beach and seaside, exploring what lives in the sea. The children will be listening and reading 'Sharing a Shell' by Julia Donaldson <https://www.youtube.com/watch?v=aQ6SvbrEhvl>, Commotion in the Ocean by Giles Andreae <https://www.google.com/search?client=firefox-b-e&q=commotion+in+the+ocean#fpstate=ive&vld=cid:ce0fd2d2,vid:Wop2O-4Tix8,st:0> and poetry <https://childrens.poetryarchive.org/poem/crick-crack-crocodile/>

We will be concentrating on writing joining sentences using conjunctions and adjectives. We will be looking for the children to consistently be using capital letters in the correct space, finger spaces and full stops in their neat cursive handwriting.

We will be learning to:

- Predict, summarise and retell main events in a text
- Write sentences with correct punctuation
- Use finger spaces
- Use capital letters and full stops in the correct place.
- Form letters correctly
- Use our phonic knowledge to sound out our words and sentences
- Write instructions
- Poetry
- Use adjectives, nouns
- Use prefixes and suffixes

Vocabulary: full stop, capital letter, finger space, sentence, conjunction, adjective, nouns, pronouns, suffix, prefix

Inspire days

- June 6th - Beach Day – bring a towel
- June 11th – Making a fish
- June 19th – Junk modelling sea creature
- June 25th – create a dance
- July 4th – make music
- July 10th – create a sea creature from clay

Children have daily phonics lessons (Read, Write, Inc) where they are grouped according to the phonic sounds they know.

Reading certificates:

For every week your child reads 5 times and is recorded in the reading record, your child will receive a star. These stars will be counted weekly and reading certificates will be handed out.

5 stars = Bronze certificate

15 stars = Silver certificate

25 stars = Gold certificate

40 stars = Platinum certificate

60 stars = Diamond certificate

In handwriting sessions, we will be focusing on correct letter formation, use cursive writing, ensuring letters are positioned correctly on the line and are the correct size in relation to each other.

We also have daily story time where the children can enjoy listening to stories for pleasure.

Maths:

This half term we will be focusing on Place Value within 50 and following these steps

- ❖ Count from 50 - 100
- ❖ Count in tens to one hundred

- ❖ Make groups of ten
- ❖ Partition into tens and ones
- ❖ Number lines to 100
- ❖ 1 more, 1 less to 100
- ❖ Compare numbers
- ❖ Unitising
- ❖ Recognise coins
- ❖ Recognise notes
- ❖ Counting coins
- ❖ Before and after
- ❖ Days of the week
- ❖ Months of the year
- ❖ Hours, minutes, seconds
- ❖ Tell the time to the hour
- ❖ Tell the time to the half hour

Try asking these key questions at home;

- What number comes after _____?
 - What number comes before _____?
 - Do you always need to start counting from 1?
 - When you count from _____ to _____, will you say the number _____?
 - Which number comes after 9/19/49/59/99?
 - Which number comes before 50/60/70/80/90/100?
 - Which numbers sound similar?
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- How many dots are there on the counter?
 - What is the value of the counter?
 - How can you use counters to represent the value of the coin?
 - How can you use coins to match the value of your counters?
 - What is the same? What is different?
 - What do you notice?
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- What do you do in the morning/afternoon/evening?
 - Which activities do you do before/after school?
 - Why have you ordered the pictures before/after each other?
 - Can you describe what you have done today, using "This morning, I ...", "This afternoon, I ...", "This evening, I ..."?
 - What comes after/before _____?

The children start all maths lessons with a flashback 4 and a problem solving and reasoning. These ensure children have remembered past skills and can use new skills and learning to answer the questions.

Vocabulary:

Hundred, more than, less than, add, subtract, greater than, equal to, estimate, before, after, next, later, minute, second, hour, half hour, coins, notes, pence, pounds, change,

Foundation Subjects:

| Subject | Focus of learning | Star Words (vocabulary your child will be learning) |
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| History | Great Fire of London – moving on from our English topic last half term we will study what it was like in 17 th century London. What were the houses made from?, why did the fire spread so fast?, what jobs did people do and compare to modern day | Past, 17 th century Voation Material compare |
| Science | This half term the children will be studying animals and looking at vertebrates and invertebrate. We will also look at what they eat and if they are a herbivore (eat plants), carnivore (eat meat) or omnivore.(eat both plants and meat) | Carnivore Herbivore Omnivore Vertebrate Invertebrate backbone |
| Art | Printing This pathway invites children to explore the world about them as a way to begin to understand the concept of “print”. Children use their own bodies, then things they collect around them, to create a variety of prints. They use their hands and feet to make prints, and they take rubbings of textures from the environment around them. They make “plates” by making impressions in plasticine, and then by using printing | Print, press, pressure, paint, primary colours – red, blue, yellow, rubbing, texture |

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| DT | <p>foam.</p> <p>They explore how they can build up images by creating multiples, and use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> <p>Fruit and vegetables – we will be learning to describe whether it is a fruit and vegetables, name how they grow and prepare and taste them to make a smoothie. This may be completed on a day dedicated to DT.</p> <p>Any allergies please speak to your class teacher.</p> | Fruit, vegetable, seed, root, leaf, stem, smoothie, healthy, flavour |
| Computing | <p>The children will learn to</p> <ul style="list-style-type: none"> Plan a pictorial story using photographic images in sequence. Explain how to take clear photos. Take photos using a device. Edit photos by cropping, filtering and resizing. Search for and import images from the internet. Explain what to do if something makes them uncomfortable online. Organise images on the page, orientating where necessary. | Background, blurred, edit, device, filter, image |
| R.E | <p>Judaism – The children will be learning about special places, the Jewish faith and compare this with Christianity, Discuss what a synagogue is and why it is special alongside some of the items they use to celebrate their faith.</p> | Christianity Jewish, Old Testament, Synagogue, Arc, Bimah, Ner Tamid, Torah scroll |
| P.E | <p>Athletics - In this unit they 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> | Balance, coordination, timings, healthy, collaboratively, jumping, throwing, changing direction |

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| PSHE | Changing me – in this unit they will understand that everyone is unique and special, express their feelings, respect the changes they see in others, know who to ask if they are worried about change, learning how to cope with change | Change, baby, adulthood, growth, body |
| Music | <p>Vocal and body sounds – by the sea.</p> <p>Create movements that match the music, explaining why they are moving in that way.</p> <p>Identify descriptive sounds within the music.</p> <p>Recreate and then adapt descriptive sounds heard using their voice or body.</p> <p>Make appropriate instrument choices to represent a descriptive sound.</p> <p>Control instruments and voices to make both quiet and loud sounds.</p> <p>Follow simple instructions during a group performance.</p> <p>Create their own graphic score and play from it.</p> <p>Make more than one sound on their instrument and with their voice.</p> | Body percussions, dynamics, graphic score, instruments, seaside, sounds, tempo, timbre |

Home Learning:

Reading: Reading and sharing books is vital for your child's development. We know children who read frequently do better in school. Therefore, we encourage you to read with your child every night and **record the reading you do in your child's Reading Record** so we can see how well they are doing at home. We ask parents and carers to support your child's progression in reading by discussing the book they have read and asking questions about the book to develop their understanding of the text.

Children can also access Bug Club and Numbots with their own log in details.

Weekly spellings will be sent home every Friday and tested the following Thursday. Please ensure your child practices these words several times throughout the week to help them commit the spellings to memory.

Maths home learning will be set weekly and sent home on a Friday. Children can hand this back in as soon as it is completed or at the latest the following **Wednesday**.

PE days are **Tuesdays and Thursdays**. Please ensure **earrings are taped over or taken out** and no jewellery is worn on these days.

Thank you in advance for your support.

Mrs Watkins

Miss Begum

Zebras

Giraffes