

Year 1 Summer 2

Mathematics—New objectives

The children will:

- Solve problems involving time.
- Recognise and name common 2-D shapes, including for example, rectangles, squares circles and triangles.
- Recognise and name common 3-D shapes, including for example, cuboids, cubes pyramids and spheres.
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Basic skills (revision)

Read and write numbers from 1 to 20 in numerals and words.

Memorise and reason with number bonds to 10 and 20.

Understand the effect of adding and subtracting zero.

Explore inverse relationship between addition and subtraction.

Find doubles and halves of numbers and relate to multiplying and dividing by two.

Recognise, find and name a half and quarter of objects, shapes or quantities.

Literacy

Complete Fantasy Settings unit. (One week) Information texts

Using another curriculum area as a starting point, for example history, model how to pose questions and encourage children to ask their own questions. In shared reading, use information books (or ICT sources) to find answers, exploring how to use contents, index and glossary sections.

Link to practical opportunities to develop knowledge and understanding of the curriculum area under focus, for example, by comparing old and new toys and discussing or comparing healthy and unhealthy foods.

Discuss differences between fact and fiction. Capture language ideas and learning (including from the practical work) to use and apply in the writing phase. Record the information as a list, chart or spidergram, as appropriate.

Identify and display the key features of simple information texts.

Use talk for writing, with digital pictures/other sources, to remind children of content, and practise composing sentences orally in the style of the text.

Include incidental writing opportunities.

Model writing own page for an information book.

Children write their own page for an information book.

Use prepared layouts, digital photographs and captured language and learning from earlier in the unit to support the writing as appropriate.

This work could be repeated and applied in other subject areas.

Plan, draft, edit and review.

Produce and publish information texts applying all the learning from the block.

Literacy continued

Poetry

Hear, read and respond to a range of simple poems on a shared theme, possibly linked to another curriculum area.

Encourage discussion to include personal response, patterns, connections to previous experiences, similarities and differences. Join in with and 'perform' the poems in a variety of ways, including where appropriate singing, adding music, rhythms or sounds, actions and acting out.

Capture language ideas and learning to use and apply in the writing phase.

Analyse and display features of the poems explored.

Collect words and phrases linked to a theme. Explore through modelling and shared composition, making up simple couplets and verses based around them.

Sometimes use simple models from the immersion phase as a frame for writing.

Focus on language choices to further developing children's vocabulary.

Build upon earlier work on the senses, and consider what things are actually 'like', as well as more fanciful ideas.

Include incidental writing opportunities.

Model how to write own simple patterned poem/s based on a theme.

Children write their own simple patterned poem/s based on a theme.

Plan, tell, draft, edit and review.

Phonics

Children will continue to follow the Read, Write Inc Phonics Scheme in their streamed ability groups.

The Phonics Screening Checks will take place in the week beginning Monday 13th June.

Spelling

The children will:

Review the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.

P.E

Dance

The children will:

Perform dances using simple movement patterns.

Gymnastics

The children will:

Develop balance, agility and co-ordination.

Perform a sequence of simple movements.

Maths links: Shape and space: full turns, half turns, quarter turns, make shapes with our bodies.

Comparative language: smaller, larger, longer, shorter,

Come and See

Being Sorry (one week to complete)

Hinduism

The children will explore another of the world's major faiths.

Neighbours

Focuses on the same love revealed in the diversity of the world and its people and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people.

Maths links: Inputting information to create a graph.

Art & Design

World Art

The children will:

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Represent observations, ideas and feelings and make images and artefacts, using different materials, e.g. clay, collage,

Maths links: Shape and space

Geography

Continents and Oceans

(Continued from Summer 1)

The children will:

Use basic geographical vocabulary.

Use maps and aerial photographs to locate places and landmarks.

Explore significant features of the seven continents.

Maths links: sorting, grouping, same, different, making comparisons, position, direction

History

Holidays in the Past

The children will:

Learn about changes within living memory.

Reveal aspects of change in national life.

Know where things fit in chronological framework.

Know different ways we can find out about the past.

Understand change, cause and consequence.

Maths links: Sorting, sequencing, inputting info into graphs.

Know different ways we can find out about the past

Understand change, cause and consequence

Music

Focus 1: Exploring sounds

Music Express Unit: 'Storytime' (Literacy)

Focus 2: Beat

Music Express Unit: 'Our Bodies' (Science)

Maths links: Beat, clapping rhythms

Science

Plants

The children will:

- Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees;

- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Maths links: sorting, grouping, same, different, making comparisons, use simple charts

Computing

Algorithms

Continue work from Summer 1.

Communicating

Recognise what an email address looks like.

Joined in sending a class email.

Use @ key and type email address.

Word process ideas using a keyboard.

Use spacebar, backspace, enter, shift and arrow keys.

Print out a page from internet.

Maths links: positional language (left, right, half turn, quarter turn, forwards, backwards, etc)

Design and Technology

Playgrounds

The children will:

Build structures, exploring how they can be made stronger, stiffer and more stable.

Select from and use a range of tools and equipment to perform practical tasks.

Explore and evaluate a range of existing products.

Maths links: size, shape, comparative language, weight

