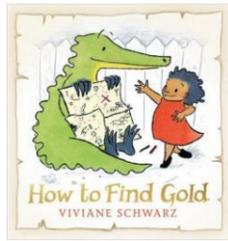


English



Reading and writing learning centred around high quality texts:

Text:

How to find Gold

Written outcomes:

- Character description
- A plan to find gold
- Detailed description and directions in map work
- Writing in role (thought bubbles and diary entries)
- Setting description

Writing a narrative sequence, retelling the story

Text:

The Secret Sky Garden

Written outcomes:

- Persuasive writing on a local issue
- List poems
- Thought bubbles in role
- Character sketches
- Character descriptions
- Story predictions
- Writing in role
- Own written stories on the theme of friendship

Grammar and spelling: Phase 6: s, es, ing, ed, er, est; Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun; //ch//sound is usually spelt as **tch** if it comes straight after a single vowel letter.

Punctuation: Capital letters, full stops, question marks, exclamation marks

Computing

- I'm a problem solver
- Make own games using 2DIY
- Robot Words- using a word bank
- I can sort objects

P.E.

1st half: Locomotion: Jumping
2nd half: Games for Understanding

Music

Students will expand and build on their knowledge of how to play the ukulele. They will recap how to hold the ukulele and about posture as well as learning the names of the strings. We will sing and perform various songs on the ukulele and learn how to sing as a round.

We Can Be Heroes Year 1 Summer term

Not all superheroes wear capes! During this topic we will hear stories of real people who have achieved extraordinary things, and often in very difficult circumstances. We will learn about the times they lived in, what they did, and how we can strive to follow in their footsteps to be our own sort of superhero.

Ideas for topic texts to read at home: The little people BIG DREAMS series; Eliot Midnight Superhero; Supertato; Juniper Jupiter; Super Daisy; Newspaper Boy and Origami Girl; George Saves the World by Lunchtime.



Maths

Counting in 10s, 5s and 2s
Making and adding equal groups and making simple arrays
Making doubles
Solving word problems – multiplication
Sharing equally
Solving word problems – division
Finding halves and quarters
Solving word problems – halves and quarters
Describing turns and positions
Counting to 100 and bonds to 100
Exploring number patterns
Partitioning, comparing and ordering numbers
Using 'before and after'
Using a calendar
Telling time to the hour and half hour
Writing time and comparing time
Solving word problems – time
Recognising and counting coins and notes

R.E.

The Resurrection

Know that we celebrate the resurrection of Jesus at Easter and reflect on why we do this. Know that Jesus rose from the dead on the first Easter Sunday and reflect on what this means for us. Know that Jesus appeared to the disciples in the Upper Room and think about the times when we have experienced big surprises. Know that Jesus helped the disciples to understand that he was truly alive and think about how happy everybody was to see him. Know that Thomas did not believe that Jesus was alive and reflect on times when we don't understand what is happening. Know that Jesus returned to heaven after forty days and reflect on the promises he made.

Miracles

Know that Jesus showed his great power when he calmed the wind and the waves and reflect on the fact that we can ask Jesus to help us when we are afraid and know that compassion motivates many people to act for the good of others and think about how we can help each other. Know that Jesus showed his love for sick people when he cured a man who was paralysed and reflect on the great love Jesus has for all people who are sick. Know that Jesus responded to the faith of the blind man with compassion and reflect on the fact that Jesus will help us when we pray to him. Hear how Jesus performed his first miracle at the request of his Mother and think about Jesus helping the guests at the wedding at Cana.

Islam

What are special objects for Muslims who was the Prophet Muhammad?

Geography and History

We will find out about the lives of people who have had a significant impact on our world through their example. We will compare the times and places in which they lived to our own experience and identify similarities and differences between them. We will use a range of books, pictures and other information to find out about their lives.

Helping others: Captain Sir Tom Moore; Mary Seacole.

Exploring: Captain Scott; Amelia Earhart.

Making things fair: Malala Yousafzai; Rosa Parks; Emmeline Pankhurst; Nelson Mandela.

Super Scientists: Marie Curie; Stephen Hawking.

Sportspeople: Wilma Rudolph; Billie-Jean King; Mo Farah; Rudolf Nuryev.

Map Quest

Locational Knowledge:

7 continents and 5 oceans (equator north/south pole)

Map Skills:

Know what an atlas is / understand its purpose

Know how to use a simple atlas

Demonstrate an awareness that the globe can be represented as a flat surface

Know location of hot and cold areas of the world (how this relates to the continents; in relation to the Poles and equator)

Draw on a world how they would travel from one continent to another e.g. boat, plane, car

Know the four main compass points

Use basic positional and directional language and extend

Use and construct basic symbols in a key

P.S.H.E

- ***Created to Live in Community:** Three in One
- ***Created to Live in Community:** Who Is My Neighbour?
- ***Created to Live in Community:** The Communities We Live In
- Fairness: Kindness - Give a Little
- Family & Friends: Family - My Family
- Family & Friends: Family - Special People
- Rules & Responsibilities: Caring - Talking to Plants
- Rules & Responsibilities: Lending / Borrowing - The Borrowers
- Rules & Responsibilities: Sharing - Share the Booty
- Keeping Safe: Sun Safety – It's a Cover Up!
- Keeping Safe: Road Safety – Green X Code
- Money and Finance: Money - Grows on Trees?
- Money and Finance: Money - Coining it in!
- Money and Finance: Money - Keep Money Safe

Science

Working scientifically in Key Stage 1

Asking questions: Children should ask simple questions and recognise that they can be answered in different ways.

Scientific enquiries: They should be able to do the following types of enquiry:

- Observations. They should observe closely, using simple equipment.
- Simple tests
- Identifying and classifying
- Secondary sources. They should use simple secondary sources to find answers.

Recording: They should gather and record data to suggest answers to their questions. With help, they should record in a range of ways and begin to use simple scientific language.

Analysing observations: They should use their observations and ideas to suggest answers to questions. They should notice patterns and relationships in their observations. They should talk about what they have found out and how they found out.

Summer term topics

Plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen
- Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.

Key scientist: Beatrix Potter

Art & D.T.

Art: We will explore the illustrations of Beatrix Potter and will create our own watercolours of Peter Rabbit. We will take inspiration from some of the heroes we have been learning about and will honour them by making our own medals using clay.



D.T: Textiles: Make drawstring superhero capes using simple joining techniques. Cut felt shapes based on one of the 'real life heroes' they have been studying and use them to embellish their cape.

