

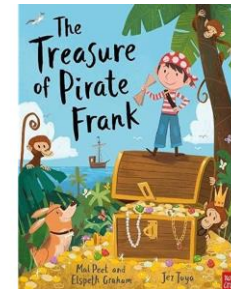
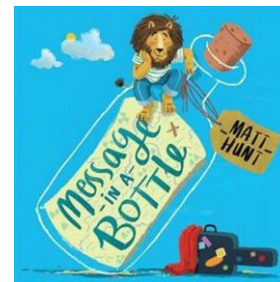
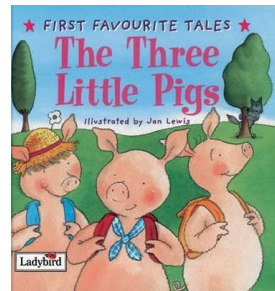
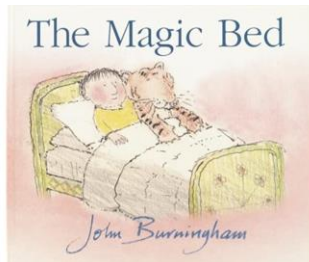


YEAR 1 / SUMMER 2

WHAT DO YOU FIND AT THE SEASIDE?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

KEY TEXTS





ACADEMIC EXCELLENCE	<p>Set challenging goals and work towards these Focus on next steps and acting on feedback to improve Review progress against own targets Know that only our best is good enough</p>
POSSIBILITIES AND RISKS	<p>Challenging learning opportunities for children to be outside comfort zone Increase independence for working on tasks Joining in whole class situations and having at go when doing independent or whole class learning.</p>

LEARNING TO LEARN	<p>Review and develop understanding of 5Rs with particular focus on readiness to learn in Summer 1 Celebrate successes and learning from mistakes Work towards Learning to Learn Awards Modelling of effective learning skills by staff</p>
SOCIAL INTELLIGENCE	<p>Friends in school and adults around school. Assemblies – linked to school aims Adapting behaviours according to environments and audiences – home, school, school visits</p>



ENGLISH	READING	<ul style="list-style-type: none"> •read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •read words containing taught GPCs, –er and –est endings •read other words of more than one syllable that contain taught GPCs •read books aloud, accurately, that are consistent with developing phonic knowledge •reread books to build up their fluency and confidence in word reading •becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics •recognising and joining in with predictable phrases 	MATHS	<p>Numbers to 100</p> <ul style="list-style-type: none"> - Find tens and ones - Make number patterns <p>FRACTIONS</p> <ul style="list-style-type: none"> - Make halves and quarters - Share and group <p>Money</p> <ul style="list-style-type: none"> - Recognise coins and notes <p>Mass</p> <ul style="list-style-type: none"> - Find the mass and compare the mass <p>Space</p> <ul style="list-style-type: none"> - describe positions and movements - Make turns <p>Volume and capacity</p> <ul style="list-style-type: none"> - Compare volume and capacity - Find volume and capacity - Describe volume using half and quarter <p>Time</p> <ul style="list-style-type: none"> - Tell the time to the hour and half hour - Use next/before/after - Estimate the duration of time - Compare time - Use a calendar
	WRITING	<ul style="list-style-type: none"> • Write from memory simple sentences dictated to them that include words using the GPCs and common exception words taught so far. • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher • Form capital letters 		
	SPELLING / PHONICS	<ul style="list-style-type: none"> • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Use letter names 		
	SPOKEN LANGUAGE	<ul style="list-style-type: none"> • Ask relevant questions to build their vocabulary • Read their writing clearly enough for peers and teachers to hear. • Gain maintain and monitor the interest of the listener. • Articulate and justify answers, arguments and opinions. 		



SCIENCE	<p>Work Scientifically - in both areas of Science.</p> <ul style="list-style-type: none"> - Ask simple questions - Use observations and ideas to suggest answers to questions making tables and charts. - Investigate the use of different materials. <p>Materials (for investigation work)</p> <ul style="list-style-type: none"> - Investigate the best materials that should be used for specific purposes, children predict, question why things happen and conclude how effective the materials were. <p>Seasonal change</p> <ul style="list-style-type: none"> - Length of the day as seasons change and investigate the weather patterns. - observe the sun and shadows made,.
HISTORY	

COMPUTING	<ul style="list-style-type: none"> - To use Google maps and locate Alderley edge and where they live and Formby. Look at where places are on the 'zoomed in' and 'zoomed out' maps. - To use I pads to research facts and find images of bees. (link to music and summer show)
GEOGRAPHY	<p><u>Compare and contrast Alderley Edge and Formby</u></p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key <u>physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key <u>human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> •use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map •use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key



MFL	NOT COVERED IN KS1	PHYSICAL EDUCATION	<p>Athletics & Ball Skills</p> <ul style="list-style-type: none"> • Throw objects underarm & overarm with greater accuracy and control • Experience hitting a ball with a variety of bats • Begin to play small sided games, learning to follow simple rules and show fair play and cooperation • Continue to develop jumping skills – side to side, both feet together, one foot to the other foot • Continue to develop running skills and begin to demonstrate different running speeds – sprint and long distance running
DESIGN TECHNOLOGY	NOT COVERED IN KS1		ART AND DESIGN
MUSIC	<ul style="list-style-type: none"> • Learn a range of songs in a variety of styles, from memory • Develop good vocal technique • Perform with expression and an awareness of telling a story 	RELIGIOUS EDUCATION	<p>Christianity</p> <p>How do Christian people show that they belong? Diversity and belonging Bible stories and the messages behind them – values.</p>
PSHE	<p>How we are all different and come from different countries around the world. To discuss and recognise any worries and especially focus on changes over summer and new class.</p> <p>Basic first aid and what to do in an emergency</p>	ENRICHMENT	<ul style="list-style-type: none"> • No outsiders (5) • Sports week • Summer shows - singing