

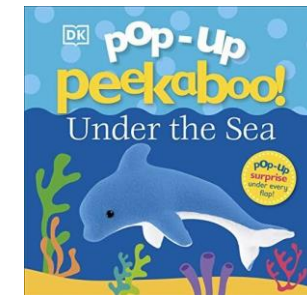
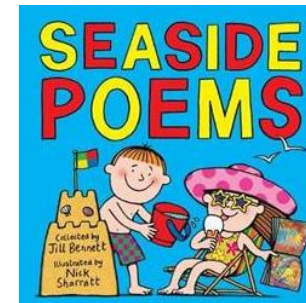
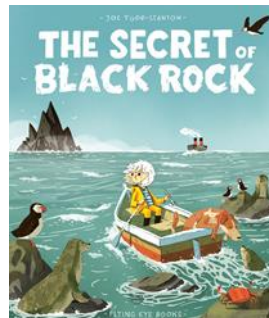
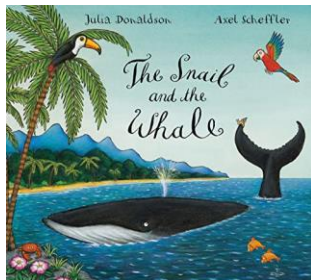


YEAR 1 / SUMMER 2

WHAT DO YOU FIND AT THE SEASIDE?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
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.	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. We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.	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. We will be challenging ourselves, extending our boundaries and developing our independence.	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.

KEY TEXTS





ACADEMIC EXCELLENCE	<p>We will</p> <ul style="list-style-type: none"> ✓ Continue to set challenging goals and work towards these. ✓ Focus on next steps and acting on feedback to further improve our learning. ✓ Ensure the children can focus for longer periods, working to complete tasks to the best of their ability. ✓ Continue to encourage the children to recognise mistakes as learning opportunities.
POSSIBILITIES AND RISKS	<p>We will</p> <ul style="list-style-type: none"> ✓ Continue to provide learning opportunities for the children to take appropriate risks. ✓ Ensure that children work towards goals and show perseverance when working outside of their 'comfort zone'. ✓ Encourage the children to show responsibility and some initiative. ✓ Continue to support children to manage their emotions and encourage them to develop effective relationships.

LEARNING TO LEARN	<p>We will</p> <ul style="list-style-type: none"> ✓ Review and develop our understanding of the 5Rs with a particular focus on being Reflective in the Summer Term 2. ✓ Celebrate successes and learn from our mistakes. ✓ Continue to work towards Learning to Learn Awards. ✓ Model effective learning skills.
SOCIAL INTELLIGENCE	<p>We will</p> <ul style="list-style-type: none"> ✓ Continue to encourage the children to recognise that their behaviours affect others positively and negatively. ✓ Ensure that in assemblies, children appreciate, respect and celebrate difference. ✓ Encourage the children to value what others bring to the classroom. ✓ Discuss the importance of taking responsibility for our actions.



ENGLISH	READING	<ul style="list-style-type: none"> ✓ Respond speedily with the correct sound to graphemes. ✓ Apply phonic knowledge and skills as a route to decode words. ✓ Read words with contractions- e.g. I'm, I'll, we'll, and understand the apostrophe represents the omitted letter (s) ✓ Read common exception words, noting unusual correspondences between spelling and sound. ✓ Re-read books, including poetry, to build up their fluency and confidence in word reading. ✓ Link what they read or hear read to their own experiences. ✓ Make inferences on the basis of what is being said and done. 	MATHS	
	WRITING	<ul style="list-style-type: none"> ✓ Sequence sentences to form short narratives. ✓ Re-read what they have written to check it makes sense. ✓ Discuss what they have written with the teacher or other pupils. ✓ Join words and joining clauses using 'and', 'so' and 'because'. ✓ Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. ✓ Discuss word meanings and link new meanings to those already known. ✓ Sit correctly at the table and form lower case letters accurately. 		
	SPELLING / PHONICS	<ul style="list-style-type: none"> ✓ Spell common exception words.. ✓ Use letter names to distinguish between alternative spellings of the same sound. ✓ Use -er and -est where no change is needed in the spelling of the root word. ✓ Spell days of the week accurately. ✓ Use the prefix un-. ✓ Apply phonic knowledge and spelling rules covered, to written work. 		
	SPOKEN LANGUAGE	<ul style="list-style-type: none"> ✓ Consider and evaluate different viewpoints, attending to and building on the contributions of others. ✓ Use relevant strategies to build on their vocabulary. ✓ Listen carefully and take turns in group discussions. 		<p>Money</p> <ul style="list-style-type: none"> ✓ Recognise Coins ✓ Recognise Notes <p>Mass</p> <ul style="list-style-type: none"> ✓ Compare Mass ✓ Finding Mass ✓ Finding and Comparing Mass <p>Space</p> <ul style="list-style-type: none"> ✓ Describing Positions ✓ Describing Movements ✓ Making Turns <p>Volume and capacity</p> <ul style="list-style-type: none"> ✓ Compare Volume ✓ Find Capacity ✓ Describing volume using a half and a quarter



SCIENCE	<p>Work Scientifically</p> <ul style="list-style-type: none"> ✓ Ask simple questions. ✓ Observing experiments closely and ideas to suggest answers to questions. ✓ Using equipment such as magnifying glasses. ✓ Collect and record data from experiments. <p>Growing and cooking plants</p> <ul style="list-style-type: none"> ✓ Where does my food come from? ✓ Plants and growing a variety of plants and flowers. 	COMPUTING	<p>Coding</p> <ul style="list-style-type: none"> ✓ To understand what instructions are and predict what might happen when they are followed. ✓ To use code to make a computer program. ✓ To understand what object and actions are. ✓ To understand what an event is. ✓ To use an event to control an object. ✓ To begin to understand how code executes when a program is run. ✓ To understand what backgrounds and objects are. ✓ To plan and make a computer program.
HISTORY	<p>GEOGRAPHY FOCUS THIS HALF TERM</p>	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; ✓ Discuss popular seaside activities and facilities ✓ Create a simple map showing the variety of human features found and construct a basic symbols in a key. ✓ Understand the importance of keeping beaches clean and protecting the environment.



DESIGN TECHNOLOGY	<p>Moving pictures</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> ✓ State what products they are designing and making ✓ Say whether their products are for themselves or other users ✓ Describe what their products are for ✓ Use simple design criteria to help develop their ideas ✓ Generate ideas by drawing on their own experiences ✓ Use knowledge of existing products to help come up with ideas ✓ Develop and communicate ideas by talking and drawing <p><u>Make:</u></p> <ul style="list-style-type: none"> ✓ Plan by suggesting what to do next ✓ Select from a range of tools and equipment, explaining their choices ✓ Select from a range of materials according to their characteristics ✓ Assemble, join and combine materials <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ✓ Explain if they like or do not like their finished product and why ✓ Suggest how they can improve their products 	PHYSICAL EDUCATION	<p>Target Games</p> <ul style="list-style-type: none"> ✓ To develop rolling and throwing a ball towards a target. ✓ To develop receiving a rolling ball and tracking skills. ✓ To be able to send and receive a ball with your feet. ✓ To develop throwing and catching skills over a short distance. ✓ To develop throwing and catching over a longer distance. ✓ To apply sending and receiving skills to small games. <p>Team Building</p> <ul style="list-style-type: none"> ✓ To co-operate with a partner to complete challenges. ✓ To explore and develop working as a team. ✓ To develop talking, listening and sharing skills. ✓ To use speaking and listening skills to lead a partner. ✓ To plan with a partner and small group to complete challenges. ✓ To use talking, listening and sharing skills to complete challenges.
	MUSIC	ART AND DESIGN	<p>Collage Objectives:</p> <ul style="list-style-type: none"> ✓ Experiment combining different materials ✓ Use paper to tear, cut and overlap for purpose. ✓ Begin to arrange materials in symmetrical and/or aesthetically pleasing fashion. ✓ Describe similarities between own work and Artists.
		RELIGIOUS EDUCATION	<p>How do people decide what is right and what is wrong?</p> <ul style="list-style-type: none"> ✓ To know and understand what Christian, Jewish and non-religious people believe about caring for people. ✓ To understand what Christian and Jewish people believe about the beginning of the world ✓ To how what Christians, and Jewish people think about how people should treat the world?
PSHE	<p>Pitch - Distinguishing between higher and lower sounds:</p> <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. 	ENRICHMENT	<ul style="list-style-type: none"> ✓ Sports Week (16.6.25 – 20.6.25) and Sports Day (18.6.25) ✓ Summer Show ✓ DT Week ✓ Transition to Year 2 ✓ Bales Race ✓ Take part in the Great Science Share ✓ No Outsiders – To understand that we share the world with lots of people.