

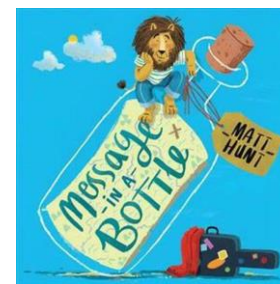
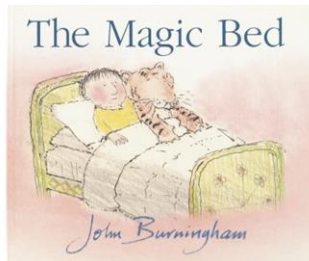


## YEAR 1 / SUMMER 2

### 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





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

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



<b>ENGLISH</b>	<b>READING</b>	<ul style="list-style-type: none"> <li>✓ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>✓ Read words containing taught GPCs, –er and –est endings.</li> <li>✓ Read other words of more than one syllable that contain taught GPCs.</li> <li>✓ Read books aloud, accurately, that are consistent with developing phonic knowledge.</li> <li>✓ Re-read books to build up their fluency and confidence in word reading.</li> <li>✓ Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>✓ Recognise and join in with predictable phrases.</li> </ul>	<b>MATHS</b>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>✓ Recognise coins and notes</li> </ul> <p><b>Mass</b></p> <ul style="list-style-type: none"> <li>✓ Find the mass and compare the mass</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>✓ describe positions and movements</li> <li>✓ Make turns</li> </ul> <p><b>Volume and capacity</b></p> <ul style="list-style-type: none"> <li>✓ Compare volume and capacity</li> <li>✓ Find volume and capacity</li> <li>✓ Describe volume using half and quarter</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>✓ Tell the time to the hour and half hour</li> <li>✓ Use next/before/after</li> <li>✓ Estimate the duration of time</li> <li>✓ Compare time</li> <li>✓ Use a calendar</li> </ul>
	<b>WRITING</b>	<ul style="list-style-type: none"> <li>✓ Write from memory simple sentences dictated to them that include words using the GPCs and common exception words taught so far.</li> <li>✓ Use –ing, –ed, –er and –est where no change is needed in the spelling of root words.</li> <li>✓ Join words and joining clauses using ‘and’ and ‘because’.</li> <li>✓ Re-reading what they have written to check that it makes sense.</li> <li>✓ Use plural suffix –es/ -s.</li> <li>✓ Read their writing aloud, clearly enough to be heard by others.</li> <li>✓ Consistently form capital letters and lower case letters accurately.</li> </ul>		
	<b>SPELLING / PHONICS</b>	<ul style="list-style-type: none"> <li>✓ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>✓ Use letter names with increased accuracy.</li> <li>✓ Continue to apply phonic knowledge and spelling rules covered, to written work.</li> <li>✓ Spell days of the week accurately.</li> </ul>		
	<b>SPOKEN LANGUAGE</b>	<ul style="list-style-type: none"> <li>✓ Ask relevant questions to build their vocabulary.</li> <li>✓ Read their writing clearly enough for others to hear.</li> <li>✓ Gain, maintain and monitor the interest of the listener.</li> <li>✓ Articulate and justify answers, arguments and opinions.</li> </ul>		



<b>SCIENCE</b>	<p><b>Work Scientifically - in both areas of Science.</b></p> <ul style="list-style-type: none"> <li>✓ Ask simple questions</li> <li>✓ Use observations and ideas to suggest answers to questions making tables and charts.</li> </ul> <p><b>Our Changing World – animals</b></p> <ul style="list-style-type: none"> <li>✓ Which animals live around our school?</li> <li>✓ How many and which birds live near the feeding station?</li> <li>✓ How do snails change over time?</li> <li>✓ How to care for our pets?</li> </ul>
<b>HISTORY</b>	<p>GEOGRAPHY FOCUS THIS HALF TERM</p>

<b>COMPUTING</b>	<p><b>Spreadsheets:</b></p> <ul style="list-style-type: none"> <li>✓ To understand what a spreadsheet looks like.</li> <li>✓ To be able to navigate around a spreadsheet and enter data.</li> <li>✓ To learn new vocabulary related to spreadsheets.</li> <li>✓ To use the 'move cell' and 'lock' tools.</li> <li>✓ To use the 'speak' and 'count' tools in 2Calculate to count items.</li> </ul>
<b>GEOGRAPHY</b>	<p><b><u>Compare and contrast Alderley Edge and Formby</u></b></p> <p><b>Use basic geographical vocabulary to refer to:</b></p> <ul style="list-style-type: none"> <li>✓ Key <u>physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>✓ Key <u>human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> </ul>



<p style="text-align: center;"><b>DESIGN TECHNOLOGY</b></p>	<p><b>Moving pictures:</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>✓ State what products they are designing and making</li> <li>✓ Say whether their products are for themselves or other users</li> <li>✓ Describe what their products are for</li> <li>✓ Use simple design criteria to help develop their ideas</li> <li>✓ Generate ideas by drawing on their own experiences</li> <li>✓ Use knowledge of existing products to help come up with ideas</li> <li>✓ Develop and communicate ideas by talking and drawing</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>✓ Plan by suggesting what to do next</li> <li>✓ Select from a range of tools and equipment, explaining their choices</li> <li>✓ Select from a range of materials according to their characteristics</li> <li>✓ Assemble, join and combine materials</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>✓ Explain if they like or do not like their finished product and why</li> <li>✓ Suggest how they can improve their products</li> </ul>	<p style="text-align: center;"><b>PHYSICAL EDUCATION</b></p>	<p><b>Athletics &amp; Ball Skills</b></p> <ul style="list-style-type: none"> <li>✓ Learn to throw a range of objects underarm and overarm in a coordinated way for different distances in a straight line</li> <li>✓ Develop an awareness of distance and weight to throw different objects with coordination and force</li> <li>✓ To learn the techniques of running in a coordinated and fluent way</li> <li>✓ To learn to understand spatial awareness in negotiating running over obstacles</li> <li>✓ To learn to run at different speeds for shorter and longer distances</li> <li>✓ Develop an awareness of jumping for height and distance</li> <li>✓ To recognise and learn the take off for different jumps and land in a coordinated way</li> </ul>
<p style="text-align: center;"><b>MUSIC</b></p>	<p><b>Pitch - Distinguishing between higher and lower sounds:</b></p> <ul style="list-style-type: none"> <li>✓ Learn a range of songs in a variety of styles, from memory</li> <li>✓ Develop good vocal technique</li> <li>✓ Perform with expression and an awareness of telling a story</li> </ul>	<p style="text-align: center;"><b>ART AND DESIGN</b></p>	<p style="text-align: center;">DT FOCUS THIS HALF TERM</p>
<p style="text-align: center;"><b>PSHE</b></p>	<ul style="list-style-type: none"> <li>✓ Basic first aid- telling an adult following an accident.</li> <li>✓ People who help us and what we can do in an emergency.</li> <li>✓ To discuss any worries or concerns with a particular focus on transition to Year 2.</li> <li>✓ Looking after our mental health and well being. Awareness of the importance of physical health- importance of exercise.</li> </ul>	<p style="text-align: center;"><b>RELIGIOUS EDUCATION</b></p>	<p><b>Christianity/ Judaism:</b></p> <ul style="list-style-type: none"> <li>✓ What relationships do we have? How important are relationships?</li> <li>✓ Abraham had a special relationship with God. Why?</li> </ul>
		<p style="text-align: center;"><b>ENRICHMENT</b></p>	<ul style="list-style-type: none"> <li>✓ Sports Week and Sports Day- trying new sports.</li> <li>✓ Summer shows – performing in front of an audience.</li> <li>✓ DT Week- 11th July</li> <li>✓ Transition to Year 2.</li> </ul>