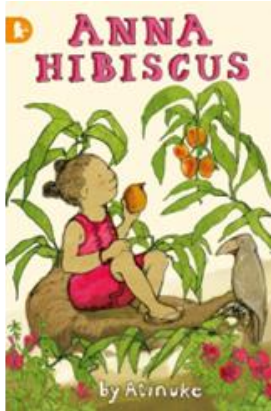


Year 1 - Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p style="text-align: center;">Fantasy</p> <p>Read <i>Max the Brave</i>, make predictions. Compose an additional scene for the story. Read <i>Max and the Bird</i>, make comparisons, justify opinions. Write a character profile for Max.</p> <p>Grammar focus: Use full stops and capitals to demarcate sentences.</p>	<p style="text-align: center;">Fantasy</p> <p>Join words using 'and'. Write descriptive phrases. Identify and write sentences where 'and' has been used to join two clauses.</p> <p>Grammar focus: Use capital letters for proper names.</p>	<p style="text-align: center;">Information Texts</p> <p><i>Usborne Lift-the-Flap Questions</i>. Explore the text. Identify a favourite section and justify the choice. Write notes to remember important information and answer questions. Work as a group to select and present information.</p> <p>Grammar focus: Use grammatical terminology</p>	<p style="text-align: center;">Information Texts</p> <p>Revise question words and punctuation. Read and match questions and answers. Write statements in response to questions.</p> <p>Grammar focus: Punctuate questions with question marks and sentences with full stops and exclamation marks.</p>	<p style="text-align: center;">Traditional Poems</p> <p>Read and explore traditional finger rhymes. Learn and perform an action rhyme. Explore wordplay with homophones. Adapt a nursery rhyme and perform it successfully.</p> <p>Grammar focus: Write proper names using capital letters.</p>	<p style="text-align: center;">Traditional Poems</p> <p>Identify verbs in an action rhyme. Identify and replace verbs in a poem. Compose new lines for an action poem, beginning with a verb.</p> <p>Grammar focus: Use capital letters for the names of people, places, days of the week, etc</p>
Maths	<p style="text-align: center;">Place Value within 100</p> <p>children practise counting to 100, building on their knowledge of place value to 50 from the Spring term. Children explore oral counting of numbers 50 to 100, both forwards and backwards</p>	<p style="text-align: center;">Place Value within 100</p> <p>children build on their learning from earlier in the year to compare numbers within 100. Children use their understanding of the values of the digits in a 2-digit number to compare numbers with the same number of tens</p>	<p style="text-align: center;">Money</p> <p>children are introduced to the idea that groups containing or representing the same number of things can be treated as ones. For example a 5 pence coin represents five 1 pence coins. One item does not need to represent a value of one – this is called "unitising".</p>	<p style="text-align: center;">Time</p> <p>children are introduced to key vocabulary relating to time. Children use "before", "after", "first", "next" and "finally" to describe, sort and order events. When talking about the day, they use "morning", "afternoon" and "evening".</p>	<p style="text-align: center;">Time</p> <p>children build on the previous step of telling time to the hour to now tell the time to the half hour. Initially, they tell the time to the half hour using only the hour hand and notice that the hour hand is halfway between numbers. They learn the term "half past", linking it</p>	<p style="text-align: center;">Time</p> <p>children build on the previous step of telling time to the hour to now tell the time to the half hour. Initially, they tell the time to the half hour using only the hour hand and notice that the hour hand is halfway between numbers. They learn the term "half</p>

		but a different number of ones.			to their knowledge of fractions.	past”, linking it to their knowledge of fractions.
Science	HUMANS					
	<p>In the Human Senses project, your child will learn that humans are mammals that breathe, eat, sleep, get rid of waste, grow, move and use their senses to survive. They will identify, label and count a range of body parts. They will learn that humans are the same in that they have the same body parts but also that they are different due to factors such as age, skin colour, body shape, eye colour and hair texture.</p>	<p>They will also learn that some humans have missing body parts or parts that don't work well. Your child will learn that each human body part has a function that helps us survive, focusing on the parts associated with the five senses: sight, smell, hearing, touch and taste. They will conduct simple tests to investigate how their five senses help them make sense of and understand their surroundings.</p>	<p>They will discuss the importance of each sense and learn how senses keep people safe from dangers. They will discover how people with sensory loss use tools, technology, and other senses to complete everyday tasks, asking a visitor with a sensory loss questions on the subject. Your child will conduct various investigations, focusing on their sense of touch and complete simple tests to learn why animals, including humans, have two eyes and binocular vision.</p>			
Guided Reading	<p style="text-align: center;">Anna Hibiscus</p> 			<p style="text-align: center;">The Diary of a Killer Cat</p> 		
	<p>The book supports teachers to teach about emotional response to narrative fiction. The narrative structure is carefully crafted to be thought-provoking and the characters and settings are well drawn,</p>			<p>The book supports teachers in enabling children to develop understanding of character. The book's structure can introduce children to fiction that is structured and presented in different ways.</p>		

	<p>offering an excellent opportunity to develop empathy for characters and situations. The book provides a good stimulus for their own descriptive and story writing and offers opportunities for writing simple non-fiction text types as part of wider study.</p>	<p>This text provides a good model for writing in role and understanding different characters' viewpoints.</p>	
Topic	CHILDHOOD		
	<p>In the Childhood project, your child will learn words and phrases related to the passage of time. They will explore artefacts to help them to understand childhood in the past and how childhood has changed over time. They will explore the six stages of life and explore timelines and family trees. Everyday life in the 1950s will be explored, including shopping, transport, family life and childhood.</p>	<p>They will also learn about the significance of Queen Elizabeth II's coronation in 1953 by studying photographs and online sources. The children will use maps to explore how places have changed over time and highlight any similarities or differences between childhood today and childhood in the 1950s. At the end of the project, they will create knowledge organisers for children who are about to study the topic of childhood.</p>	
Art & DT	SHADE AND SHELTER		
	<p>This project teaches children about the purpose of shelters and the materials used to build them. They explore different types of shelters, identifying the materials they are made from and considering their properties.</p>	<p>Through designing, making, and evaluating their own shelter prototypes and a collaborative play den, children develop creative, technical, and problem-solving skills while learning how to construct strong and stable structures.</p>	
PSHE	HOW CAN WE LOOK AFTER EACH OTHER AND THE WORLD?		
	<p>This unit teaches children how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively. They learn the responsibilities they have in and out of the classroom.</p>	<p>They learn how people and animals need to be looked after and cared for, what can harm the local and global environment; how they and others can help care for it.</p>	<p>They learn how people grow and change and how people's needs change as they grow from young to old. They learn how to manage change when moving to a new class/year group.</p>
PE	BAT AND BALL		

In this bat and ball unit, children develop fundamental striking and hitting skills using a variety of equipment. They begin by learning how to hold and control a racket before practicing striking a ball with accuracy and coordination. As they progress, they apply their skills in simple games, explore using rounders bats, and refine their techniques in different activities. The unit concludes with children using their developed skills in small games, improving their confidence, teamwork, and hand-eye coordination.