

Year 1 – Summer Overview

English

Phonics:

We follow the Little Wandle Letters and Sounds Revised Programme to develop reading.

☼ Summer planning is initially about revising the phonics we have learnt so far this year. Our Spring term was pretty intense and the Phonics programme we follow gives time for the learning to embed and for children to become even more familiar with their initial understanding of these graphemes and their sounds during this summer term:

Spellings: These link in with our phonics programme.

Writing

Children will be continuing to improve and build on their letter formation of capitals and lower-case letters, and they will also be working on punctuation marks and developing exciting vocabulary to use in their writing, they will continue to have regular **handwriting** lessons throughout this term making sure their letter formation is as best as it can be.

Our writing will link to the fictional story The Storm Whale where children will be immersed in new vocabulary and be shown how to include this in their writing.

After half term, we will have a **poetry** focus.

We are focusing on develop positive attitudes towards and stamina for writing.

Use arrange of conjunctions, including 'and' or 'but,' 'when', 'if', 'that', or 'because'.

Developing **Oracy** skills by listening carefully to people's answers and responding appropriately.

In Humanities. We will be learning about the seaside to day and the past.

- ☼ To know what going to the seaside was like 100 years ago.
- ☼ They'll know what kind of things people did at the seaside 100 years ago.
- ☼ Identify if we go to the seaside for the same reasons that people went 100 years ago.

- ☼ Understand how seaside holidays have changed over the past 100 years.

After half term, we'll move on to investigating different types of weather in the UK.

Science, we are continuing with

- ☼ Identifying and naming a variety of animals including fish, birds, mammals, reptiles and amphibians.
- ☼ Classifying animals into appropriate groups and explain choices.
- ☼ Children identifying and naming common animals, herbivores and omnivores.
- ☼ Children will then be given the chance to plan ahead and choose simple equipment for experiments and data gathering.
- ☼ Identifying invertebrates and naming parts of their bodies
- ☼ Observing invertebrates in their local habitat.
- ☼ Asking simple questions about invertebrates and researching the answers.

Art

- ☼ Children will be studying the work of the Japanese artist Hokusai and relate some interesting bits of information about him.
- ☼ They'll use collage and different media to create a piece of art.
- ☼ They will be able to recognise seascapes and use appropriate language to describe different aspects.

DT

- ☼ Later in the term, children will be learning about wheels and axels and chassis. They will have an opportunity to make their own vehicle.

ICT

☼ We are rhythmic

Children will be creating music in Scratch Junior and Garageband.

☼ We are detectives.

Children will be using a dataset to understand and explore the structure of data.

Maths

Within Numbers and Place Value children will be working on securing:

- ☼ Numbers to 50!

Children will count beyond 20 to 50, counting objects as they go. Children will notice the patterns in the number count beyond 20, for example, 20, 21, 22 ... 30, 31, 32 ... 40, 41, 42 ... They will look at what digits are the same and what digits are different in these patterns of numbers.

- ☼ Introduction to length and height and weight and volume

Children will learn how to accurately compare and measure and will understand the importance of aligning starting points. Children will draw on their knowledge of number, particularly ordering and comparing numbers. Children will also learn the relationship between number lines and scales on a ruler and use this understanding to calculate differences in length. Children will use key language such as longer, longest, shorter, shortest, taller and tallest when comparing length and height.

This unit establishes the use of uniform non-standard units (such as cubes and cups) to measure mass and capacity. This is an important first step towards introducing standard units

- ☼ Multiplication and Division

Children will develop their understanding of multiplication as repeated addition, understanding the difference between equal and not equal groups. They will use their knowledge of skip counting in 2s, 5s and 10s

- ☼ Halves and quarters
- ☼ Position and Direction
- ☼ Numbers to 100

RE.

Our religion focus this term is the Islamic faith. We'll be learning about a Muslim's key beliefs, including the Five Pillars of Islam, recognising the words of the Sharadha and why it is important for Muslims. Children will also learn a story and its meaning linked to Islam.