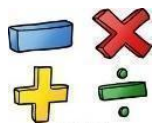






# Year 1/2 - Summer 1 Overview



English	Phonics /Reading	Maths
<p>We will be consolidating the skills we have learnt in the autumn term.</p> <ul style="list-style-type: none"> <li>- Use a wider variety of openers; On, Her, His.(Y1)</li> <li>- Use adjectives to describe thoughts and feelings.(Y1)</li> <li>- To write in the first person, I, My). (Y1)</li> <li>- Capital letters for days of the week.</li> <li>- Use an apostrophe to show singular possession. (Y2)</li> <li>- Use the suffix -ly, -ed, ful.</li> <li>- Consolidation of apostrophes in contractions.</li> </ul> <p><u>Key reading texts:</u> Clem &amp; the crab, The storm whale, Flotsam, At the beach.</p>	<p>Children will have daily phonics lessons. We follow the FFT Phonics scheme. The sounds will vary each week and will be tailored to meet the needs of the children.</p> <p>Once they have completed this, they will move onto the next step called Jungle club, which focuses on alternative sounds and pronunciations.</p> <p>Each day we will do shared reading. The books are linked to the phonics sound for the week.</p> <p><b>Phonics Screen will take place in Summer 2, Week 1.</b></p>	<ul style="list-style-type: none"> <li>• Time <ul style="list-style-type: none"> <li>- O'clock and half past times.</li> <li>- Sequencing events and passing of time.</li> </ul> </li> <li>• Money <ul style="list-style-type: none"> <li>- Recognising different coins and notes.</li> <li>- Combining coins to make different amounts.</li> </ul> </li> <li>• Place Value</li> <li>• Fractions <ul style="list-style-type: none"> <li>- Recognising and finding <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>.</li> </ul> </li> </ul> 
Science	Geography	Music
<p><u>Living things: microhabitats.</u></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of plants and animals.</li> <li>• Recall that minibeasts live in microhabitats.</li> <li>• Describe microhabitats and their conditions.</li> <li>• Describe how microhabitats provide for the basic needs of animals and plants.</li> <li>• Describe the job role of a botanist.</li> </ul>	<p><u>What can you see at the coast?</u></p> <ul style="list-style-type: none"> <li>• Name and locate the seas and oceans surrounding the UK in an atlas.</li> <li>• Describe the location of the seas and oceans surrounding the UK using compass points.</li> <li>• Name some of the physical features of coasts.</li> <li>• Identify human features on the local coast.</li> <li>• Record data using a tally chart.</li> <li>• Represent data in a pictogram.</li> </ul>	<p><u>Singing (On this Island)</u></p> <ul style="list-style-type: none"> <li>• Seaside sounds</li> <li>• Countryside sounds</li> <li>• City sounds</li> <li>• Structured soundscape</li> <li>• Performing a composition</li> </ul>
Computing	PE	RE
<ul style="list-style-type: none"> <li>• Stop motion - using tablets <ul style="list-style-type: none"> <li>- I can plan and create a Stop Motion animation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Indoor: Target Games</li> <li>• Outdoor: Athletics</li> </ul>	<p>Judaism</p> <p>Tefillah</p> <ul style="list-style-type: none"> <li>• Why do Jewish families say so many prayers and blessings?</li> </ul> 
Art/DT	PSHE	Homework
<p><u>Making Birds</u></p> <ul style="list-style-type: none"> <li>• How can we transform materials into sculpture?</li> <li>• How can we transform 2d paper into 3d form?</li> <li>• How can we use drawing and texture to add character to our sculpture?</li> </ul>	<p><u>Safety and the changing body</u></p> <ul style="list-style-type: none"> <li>• The difference between secrets and surprises.</li> <li>• Appropriate contact</li> <li>• My private parts are private.</li> <li>• Respecting personal boundaries.</li> </ul> 	<ul style="list-style-type: none"> <li>• Reading – at least 3 times a week (children use same book for fluency)</li> <li>• Weekly phonics</li> <li>• A project linked to our learning (once a term)</li> </ul>