

Year Group: 1

Term: Summer 2

**Teachers: Miss Limliman, Miss Pugh, Miss Hossami,
TAs: Mrs Hammill, Miss Edmonds, Mrs Miles-Kingston**

English:

I can use adjectives (WOW) to make my writing lively and engaging.

I can use correct punctuation . , ? !

I can use the connectives - because, and, so & but.

I can write in a range of formats - letter writing, recounts, captions & labels, creative story writing, poetry, explanations & instructions.

I can spell common exception words.

I can sequence sentences to form short narratives.

Key Texts:

Where the wild things are by Maurice Sendak

Poetry books

Non-fiction books on Victorians

Phonics

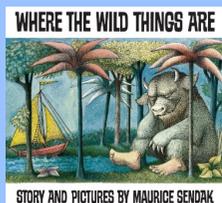
We will continue to practise reading pseudo words in preparation for the phonics screening test in June.

I can apply my phonic knowledge to my reading and writing.

Key Questions

Can you describe the setting of the story? What adjectives can you use to describe the characters?

Was meeting the Wild Things real or in Max's imagination? How do you know?



Learning Values:

Behaviours: Life long learners, Independent

Learning: Listening, Thinking, Confidence

North Ealing Primary School



2018-2019

S.M.S.C.

Can I develop an appreciation of similarities and differences between my self and other children ?

Can I encourage others to do their best?

Science: What is the difference between things that are dead, alive or never been alive?

I can explore and compare the differences between things that are living, dead, and things that have never been alive.

Seasonal Changes

I can compare and group together a variety of everyday materials on the basis of their simple physical properties.

I can observe changes across the 4 seasons. I can describe weather associated with seasons and how day length varies.

properties.

Key questions

Which materials have never been alive?

Which season are we in? How do you know?

What can you see in this season that you can't see in other seasons?

Maths:

I know the months of the year in order.

I can count to and across 100 forwards and backwards from any given number.

I understand multiplication, division and doubling through grouping and sharing.

I can solve one-step problems that involve + and - , x and ÷

I can describe movement in straight lines using everyday language and describe turns, including half, quarter and three quarter turns in both directions.

Key Questions:

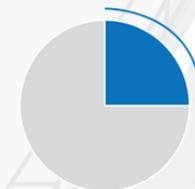
What month comes after August?

Can you do a quarter turn clockwise?

There are 6 dinosaurs in the forest. Each of them has 4 legs. How many legs are there altogether?

Quarter Turn

Half Turn



HOW HAVE INVENTIONS FROM THE VICTORIAN DAYS AFFECTED OUR LIVES?

We will explore this question in our geography, art, and DT lessons

Geography/ History:

Mapping Skills

Use simple compass directions and positional and directional language.

Key questions

Can you name the directions on the compass?

Which invention can help us with directions?

The Victorians

We will continue to learn about the Victorians.

Comparing homes and toys from the past to modern day.

Learning about school during Victorian times.

Key questions:

What are some similarities and differences with Victorian homes and our homes now?

Would you enjoy playing with Victorian toys and why?

How have inventions made life better for us

Music:

Exploring pitch and rhythm

The Long and the Short of it

Duration: long and short sounds

Key question:

Can I use long and short sounds to create interesting sequences of sound?

Art/DT:

Design a puppet

Compare modern puppets with Victorian puppets.

I can draw a design of my puppet

Glue textiles together

Decorate textiles using buttons, beads and sequins.

Key Questions

How could we join fabric together?

R.E.

We will continue to learn about special food in different religions.

Key questions

Can you think of a special food?

When do you eat it and why?

Why do some people fast or give up certain foods?

What special food was invented in the Victorian days?



Computing:

Look at the toys that Victorian children have— what technology did they have?

Children to continue to program a beebot to follow a route on a map. Children to play programmable games.

Key questions

Can you make the beebot turn clockwise and anticlockwise?

Can you give accurate instructions and directions?

UNICEF: Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



Spanish:

We will be learning the names of the members of our immediate family through song.

Describe 'who lives in my house' in English then Spanish.

Revise vocabulary through games.



P.E.

Ball skills

Co-ordination

Sports day practise

Victorian games

Key questions

Can you catch a ball with one hand?

How do you show good sportsmanship?

P.S.H.E.

I can recognise achievements

I can identify people who help keep me safe.

Key questions

Can you think of something you have done this year that you are proud of?

Can you think of the different people in school who help to keep you safe?

