

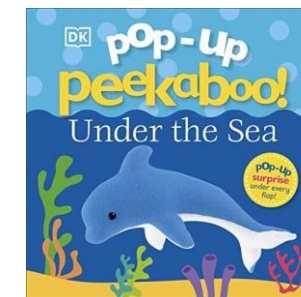
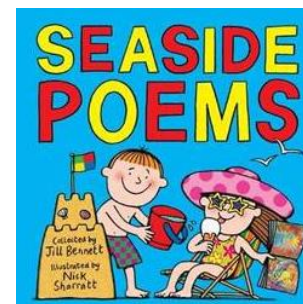
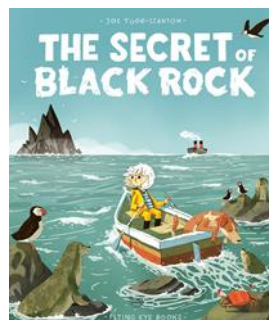
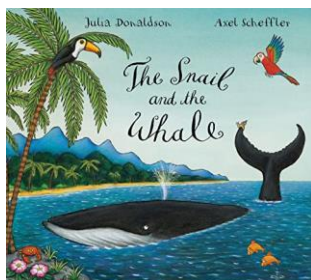


YEAR 1 / SUMMER 2

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





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

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



ENGLISH	READING	<ul style="list-style-type: none"> ✓ Respond speedily with the correct sound to graphemes. ✓ Apply phonic knowledge and skills as a route to decode words. ✓ Read words with contractions- e.g. I'm, I'll, we'll, and understand the apostrophe represents the omitted letter (s) ✓ Read common exception words, noting unusual correspondences between spelling and sound. ✓ Re-read books, including poetry, to build up their fluency and confidence in word reading. ✓ Link what they read or hear read to their own experiences. ✓ Make inferences on the basis of what is being said and done. 	MATHS	<p>Money</p> <ul style="list-style-type: none"> ✓ Recognise coins and notes
	WRITING	<ul style="list-style-type: none"> ✓ Sequence sentences to form short narratives. ✓ Re read what they have written to check it makes sense. ✓ Discuss what they have written with the teacher or other pupils. ✓ Join words and joining clauses using 'and', 'so' and 'because'. ✓ Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. ✓ Discuss word meanings and link new meanings to those already known. ✓ Sit correctly at the table and form lower case letters accurately. 		<p>Mass</p> <ul style="list-style-type: none"> ✓ Find the mass and compare the mass
	SPELLING / PHONICS	<ul style="list-style-type: none"> ✓ Spell common exception words.. ✓ Use letter names to distinguish between alternative spellings of the same sound. ✓ Use -er and -est where no change is needed in the spelling of the root word. ✓ Spell days of the week accurately. ✓ Use the prefix un-. ✓ Apply phonic knowledge and spelling rules covered, to written work. 		<p>Space</p> <ul style="list-style-type: none"> ✓ describe positions and movements ✓ Make turns
	SPOKEN LANGUAGE	<ul style="list-style-type: none"> ✓ Consider and evaluate different viewpoints, attending to and building on the contributions of others. ✓ Use relevant strategies to build on their vocabulary. ✓ Listen carefully and take turns in group discussions. 		<p>Volume and capacity</p> <ul style="list-style-type: none"> ✓ Compare volume and capacity ✓ Find volume and capacity ✓ Describe volume using half and quarter <p>Time</p> <ul style="list-style-type: none"> ✓ Tell the time to the hour and half hour ✓ Use next/before/after ✓ Estimate the duration of time ✓ Compare time ✓ Use a calendar



SCIENCE	<p>Work Scientifically - in both areas of Science.</p> <ul style="list-style-type: none"> ✓ Ask simple questions ✓ Use observations and ideas to suggest answers to questions making tables and charts. ✓ Collect and record data <p>Seasonal changes</p> <ul style="list-style-type: none"> ✓ Changes in summer ✓ What are the main changes in each season? <p>Growing and cooking plants</p> <ul style="list-style-type: none"> ✓ Where does my food come from? ✓ Plants and growing.
HISTORY	GEOGRAPHY FOCUS THIS HALF TERM

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



DESIGN TECHNOLOGY	<p>Moving pictures:</p> <p>Design:</p> <ul style="list-style-type: none"> ✓ State what products they are designing and making ✓ Say whether their products are for themselves or other users ✓ Describe what their products are for ✓ Use simple design criteria to help develop their ideas ✓ Generate ideas by drawing on their own experiences ✓ Use knowledge of existing products to help come up with ideas ✓ Develop and communicate ideas by talking and drawing <p>Make:</p> <ul style="list-style-type: none"> ✓ Plan by suggesting what to do next ✓ Select from a range of tools and equipment, explaining their choices ✓ Select from a range of materials according to their characteristics ✓ Assemble, join and combine materials <p>Evaluate:</p> <ul style="list-style-type: none"> ✓ Explain if they like or do not like their finished product and why ✓ Suggest how they can improve their products 	PHYSICAL EDUCATION	<ul style="list-style-type: none"> ✓ To practise running for extended periods. ✓ To practise sprinting within lanes on a track ✓ To introduce the term 'relay' and participate in team and shuttle relays using various means of travelling. ✓ To learn a simple technique for passing and receiving a beanbag during a relay. ✓ To improve skipping activities with a rope. ✓ Develop an awareness of distance and weight to throw different objects with coordination and force. ✓ Learn to throw a range of objects underarm and overarm in a coordinated way for different distances in a straight line. ✓ To practise and develop new and existing skills in a variety of physical activities during Sports Week , including Sports day.
MUSIC	<p>Pitch - Distinguishing between higher and lower sounds:</p> <ul style="list-style-type: none"> ✓ Learn a range of songs in a variety of styles, from memory ✓ Develop good vocal technique ✓ Perform with expression and an awareness of telling a story 	ART AND DESIGN	<p>Collage Objectives:</p> <ul style="list-style-type: none"> ✓ Experiment combining different materials ✓ Use paper to tear, cut and overlap for purpose. ✓ Begin to arrange materials in symmetrical and/or aesthetically pleasing fashion. ✓ Describe similarities between own work and Artists.
PSHE	<ul style="list-style-type: none"> ✓ Basic first aid- telling an adult following an accident. ✓ People who help us and what we can do in an emergency. ✓ To discuss any worries or concerns with a particular focus on transition to Year 2. ✓ Looking after our mental health and well being. Awareness of the importance of physical health- importance of exercise. 	RELIGIOUS EDUCATION	<p>How do people decide what is right and what is wrong?</p> <ul style="list-style-type: none"> ✓ Talk about what it means to do right and wrong. ✓ Begin to make connections with religious and non- religious worldviews and explain how beliefs and values guide people.
		ENRICHMENT	<ul style="list-style-type: none"> ✓ Sports Week 17.6.24 and Sports Day- trying new sports. ✓ Summer Show – performing in front of an audience. ✓ DT Week ✓ Transition to Year 2. ✓ Bales Race ✓ Take part in the Great Science Share ✓ Celebrate the Olympics