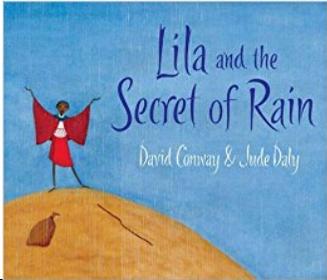


Term: Summer 1	
<p><b>Core Text:</b></p> 	<p>For months the sun has burned down on Lila's Kenyan village. It is too hot to gather firewood, too hot to weed the garden, even too hot to milk the cow. Without rain the well will run dry and the crops will fail. Lila is so worried that when her grandfather whispers to her the secret of rain, she decides to go and talk to the sky herself. How Lila saves the village by telling the sky the saddest thing she knows is told in David Conway's elegant and spare prose style, which is complemented perfectly by Jude Daly's beautiful and poignant illustrations.</p>
<p><b>Big Ideas:</b></p> <p>Why is water important?</p>	<p><b>Memorable experiences:</b></p> <p><b>Outdoor learning linked to text, trip to Jubilee Park (Science)</b></p>
<p><b>English</b></p> <p><b>Writing outcomes:</b></p> <p>Fictional narrative account (2 weeks)-Children will write a simple retell of the story of Lila and the rain.</p> <p>Poetry (2 weeks)-Children will use descriptive language in order to compose a response and call poem.</p> <p>Non-chronological report (2 weeks)-Children will a simple non-chronological report about life in Kenya (links to humanities)</p> <p><b>This term, year 1 will also be following the Read, Write Inc. programme which combines Phonics and English. Children will be given the opportunity to build their knowledge of phonemes and read books containing these learnt phonemes and graphemes. The books each have an associated writing task which aims to improve their ability to form sentences, use correct grammar and improve their spelling.</b></p> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.</li> </ul>	

- The /t/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such; catch, fetch, kitchen, notch, hutch.
- The /v/ sound at the end of words; English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'; have, live, give.
- Adding s and es to words (plural of nouns and the third person singular of verbs); If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.
- Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word; -ing and -er always add an extra syllable to the word and -ed sometimes does; The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed; If the verb ends in two consonant letters (the same or different), the ending is simply added on; hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper.

**Grammar:**

- Joining words and joining clauses using and.
- Introduction to question marks and exclamation marks to demarcate sentences.
- Capital letters for names and for the personal pronoun.
- How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].
- Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun; encouraging use of terminology in everyday speech; singular, plural.
- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).

**Handwriting:**

- Sit correctly at a table, holding a pencil comfortably and correctly.

- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

## Maths

Count on and back in ones to 100.

Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions.

Add or subtract 10 from 2-digit numbers.

Identify patterns in numbers on a 100 square.

Add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on.

Subtract 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back.

Add any pair of 1-digit numbers using learned number facts.

Add several 1-digit numbers.

Add or subtract 10 from 2-digit numbers.

Compare weights using direct comparison.

Compare and measure weights using non-standard uniform units.

Compare, describe and solve practical problems involving capacities.

Directly compare the capacities of two containers by pouring one into the other.

Compare and measure the capacities of containers using uniform non-standard units.

Read, interpret and begin to create a simple block graph.

Read and enter data in tables.

Interpret and complete block graphs where 1 block represents 1 item.

Know number properties, including odd and even.

Double numbers to 10 and find related halves.

Double numbers to 12 and find related halves.

Count in 2s to 20.

Count in 10s to 100.

Count in 5s to 50.

Understand that a fraction is an equal part of a whole;  $\frac{1}{2}$ s and  $\frac{1}{4}$ s of shapes.

Understand that four  $\frac{1}{4}$ s = one whole and two  $\frac{1}{4}$ s =  $\frac{1}{2}$ .

Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p and £1 coins.

Recognise and know the value of £2 coins and £5, £10, £20, £50 notes.

Combine amounts to make particular values; match different combinations of coins to make equal amounts of money.

### **Science-Plants**

Children will be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will also be able to identify and describe the basic structure of a variety of common flowering plants, including trees. As part of this unit of work, the children will be given the opportunity to visit Jubilee park as part of a wildflower and tree hunt.

### **Humanities-Kenya and London.**

In our geography topic this term, we will be researching life in Kenya and comparing this to London. We will discuss any similarities and differences between these two places. We will also explore our big idea-(Why is water important?) within this context.

### **R.E.-Hinduism**

Children will learn about the festival of Holi and explore different stories of Krishna.

### **The Arts-Colour Creations**

This half term, children will be able to think about their favourite colours and the colours they see around them every day before looking at how colours are used in art. They will find out about primary colours and how to mix them in order to create secondary colours as well as look at the artwork of artists who use colours in interesting ways.

### **Computing-We are storytellers**

This half term, children will create a talking book that they can share with others. They will be able to use sound recording equipment to record sounds, develop skills in saving and storing sounds on the computer and understand how a talking book differs from a paper based book.

### **Learning to Live Together**

Discussion around having an open mind.

Circle times related to Article of the Fortnight.

**PE-Games Activities-Receiving hands and feet**

In this unit children will be able to practice skills relating to ball control, aiming, kicking and receiving with feet, throwing and catching. They will have many opportunities to work in groups and develop cooperation skills through working within a team.