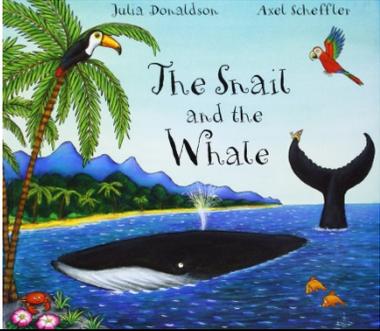


Term: Summer 2	
<p>Core Text:</p> 	<p>When a tiny snail meets a humpback whale, the two travel together to far-off lands. It's a dream come true for the snail, who has never left home before. But when the whale swims too close to shore, will the snail be able to save her new friend?</p>
<p>Big Ideas: How we can protect the seaside?</p>	<p>Memorable experiences: Trip to the seaside</p>
<p>English</p> <p>Writing outcomes:</p> <p>Fictional narrative (3 weeks)-Pupils will write their own adventure story using themes from the Snail and the Whale. Letter writing (4 weeks)-2 weeks-Pupils will write a postcard in role as the character of the snail. -2 weeks-Pupils will write a letter in role as the character of the whale.</p> <p>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.</p> <p>Spelling:</p> <ul style="list-style-type: none"> • 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. • 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

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.

Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least
NPV.21 Know number properties, including odd and even.

Count in 2s to 20.

Count in 10s to 100.

Count in 5s to 50.

Understand the link between multiplication and grouping.

Double numbers to 10 and find related halves.

Identify patterns in numbers on a 100 square.

Solve one-step problems involving multiplication and division using concrete objects, pictures and arrays with support.

Find $\frac{1}{2}$ of odd numbers.

Tell the time to the nearest hour using analogue and digital clocks.

Tell the time to the nearest half hour using analogue and digital clocks.

Tell the time to the nearest quarter of an hour using digital and analogue clocks.

Recognise and use language relating to date, including days, weeks, months and years.

Compare and measure lengths or heights using non-standard uniform units.

Read, interpret and begin to create a simple pictogram.

Interpret and complete pictograms where 1 symbol represents 1 item.

Interpret and complete block graphs where 1 block represents 2 items.

Recognise, name and describe squares, rectangles, circles and triangles.

Use 2D shapes to create patterns.

Create patterns using 3D shapes to print 2D shapes.

Add 1-digit to 2-digit numbers, bridging 10 and using known facts.

Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts.

Find change from 10p and 20p by counting up.

Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least.

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.

Count on and back in ones to 100.

Count on and back in 10s from any number up to 100.

Add or subtract 10 from 2-digit numbers.

Count in 2s to 20.

Count in 10s to 100.

Count in 5s to 50.

Science-Working Scientifically

We will be conducting some experiments linked to our text the Snail and the Whale. We will be seeing what would be the best material for a swimming costume and what material would provide the least friction for the people to pull the whale across the beach. As our big idea is "how can we protect the seaside?" we will be creating a litter picker that can get rid of all metal left on the beach.

Humanities-History-The Seaside: Then vs Now

In our history topic this term, we will be researching how the seaside has changed across the years. We will focus on the theme of chronology and use photographic evidence to support our comparisons.

R.E.-Judaism

Children will learn about life as part of a Jewish family.

The Arts-The Seaside

We will be investigating different patterns found at the seaside (e.g. stripy umbrellas, spiral shells) and using these patterns to create a collage for the seaside.

Computing- We are celebrating

In this unit, pupils will have the opportunity to create a digital greetings card. We will be using Word and Powerpoint in order to create a card wishing everyone a good summer holiday.

Learning to Live Together

That in all societies and situations – including families, schools, villages, nations, the world – there are disagreements and conflicts of interest.

That there is a never-ending need to construct, and to keep in good repair, non-violent ways of dealing with conflict – rules, laws, customs and systems that all people accept as reasonable and fair, and enable them to get on with each other.

PE- Creating Games in Pairs

Children will have the opportunity to explore, experiment and invent their own games. Through this they will understand the need for rules and fair scoring systems and will learn to co-operate with other students to come to agreement.