

Year group: 1

Term: Summer 2

Topic: Beside the Seaside



Literacy

Daily Reading / Story Session/ Daily Phonics Sessions

Reading sessions incorporate Year 1 word reading and comprehension skills with a strong focus on phonics.

Class Reads

This half term we are looking at traditional tales including Snow White, Pinocchio and Jack and the Beanstalk

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read many common exception words from (English appendix 1)
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading.
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.

Class Text: **Snail and the Whale by Julia Donaldson**

Writing Genre: Narratives with familiar settings

Immerse

- To explore the class text and understand the characters' adventure.
- To retell the story using actions and pictures.

Analyse

- To identify and order the different parts of the story.

	<p>Skills</p> <ul style="list-style-type: none"> • To write in full sentences using capital letters and full stops. • To join words and clauses using 'and'. • To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Plan</p> <ul style="list-style-type: none"> • To plan to retell a story using capital letters and full stops. <p>Write</p> <ul style="list-style-type: none"> • To retell the story of 'Snail and the Whale' using capital letters and full stops. <p>Edit/Review</p> <ul style="list-style-type: none"> • To edit and reread work, checking spellings contain all sounds and common exception words. <p>Class Text: What the ladybird heard at the seaside by Julia Donaldson and Winnie at The Seaside by Valerie Thomas</p> <p>Writing Genre: Recount</p> <p>Immerse</p> <ul style="list-style-type: none"> • To explore the class text and understand the character's adventure. <p>Analyse</p> <ul style="list-style-type: none"> • To identify and order the events of the story. <p>Skills</p> <ul style="list-style-type: none"> • To use question marks and exclamation marks. • To write in full sentences using capital letters and full stops. • To spell and use the days of the week. <p>Plan</p> <ul style="list-style-type: none"> • To plan a recount using days of the week, question marks and exclamation marks. <p>Write</p> <ul style="list-style-type: none"> • To write a recount of the events of the story using days of the week, question marks and exclamation marks. <p>Edit/Review</p> <ul style="list-style-type: none"> • To edit and improve our work, checking year 1 punctuation and spelling of the days of the week. <p>Creative writing: letter writing Creative writing: recount the trip to the seaside Creative Writing: Retelling a story Independent assessed writing: character description</p>
Maths	<p>Unit 14: Money</p> <ul style="list-style-type: none"> • To identify the physical properties of coins • To recognise the value of different coins • To recognise the value of different coins • To identify the value of different coins and notes • To compare different amounts of money. • To use addition and subtraction in the context of money • To exchange money for items • To find the total cost of two items

- To calculate change

Unit 15: Multiplication and Division

- To describe arrays.
- To create rectangular arrays.
- To identify whether groups of objects are equal or unequal.
- To share a total equally between a given number of groups.
- To divide into equal groups and find the number of groups.
- To solve multiplication problems.
- To connect doubling and halving.
- To find double and half of an amount of money.
- To develop understanding of halves and quarters.
- To find one quarter of a quantity.

Unit 16: Capacity and Volume

- To directly compare the capacities of two containers.
- To indirectly compare capacities by measuring in non-standard units.
- To compare different volumes.
- To apply understanding of halves and quarters to capacity.
- To introduce a litre as a standard unit of measure.
- To explore difference by comparing measures of length and volume.
- To apply understanding of measurement in a real-life context.

Science

Plants

Pupils will know and understand...

- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- To identify and describe the basic structure of a variety of common flowering plants, including trees.
- To know what a plant is and the basic parts of a plant.
- To recognise and name common garden plants.
- To recognise and name common wild plants.
- To recognise and name different types of trees.
- To know why plants are important.

Pupils will learn...

- To know what a plant is.
- To identify the main parts of a plant.
- To know the common garden plants.
- To know the common wild plants.
- To name and identify the main parts of a tree.
- To explain why plants are important.

History	Not this half term
Geography	<p><u>Beside the Sea</u> Pupils will know and understand...</p> <ul style="list-style-type: none"> • The seaside is a place by the sea where people like to go for their holidays. • There are popular seaside resorts across the United Kingdom. • Seaside resorts are located along the coast. • Physical features are natural. • Physical features found at the seaside include beaches, cliffs, sand dunes, rockpools, and bays. • Human features are made by humans. • Human features found at the seaside include piers, harbours, promenades, lighthouses, fairgrounds, amusements, and caravan sites. • Water activities at the seaside include swimming, paddling, boat rides, jet skis, surfing, and fishing. • Land activities at the seaside include building sandcastles, exploring rockpools, sunbathing, going to fairgrounds, and ball games. • Popular seaside foods include ice cream and fish and chips. • We can use a map to plan a route by following directions. • We can use a compass to work out which direction we need to go. • Although visiting the seaside is a fun day out, it can also be dangerous. • To stay safe at the seaside, you have to follow the safety rules. <p>Pupils will learn...</p> <ul style="list-style-type: none"> • To know what the seaside is and where it is. • To understand what physical features are found at the seaside. • To understand what human features are found at the seaside. • To understand what people do at the seaside. • To plan a trip to the seaside. • To know how we can stay safe at the seaside.
Art	Not this term
Design Technology	<p><u>Cooking and nutrition: Smoothies</u> Pupils will know and understand...</p> <p>Key skills</p> <ul style="list-style-type: none"> • Designing smoothie carton packaging by hand. • Chopping fruit and vegetables safely to make a smoothie. • Juicing fruits to make a smoothie. • Identifying if a food is a fruit. • Learning where and how fruits and vegetables grow. • Tasting and evaluating different foods. • Describing appearance, smell and taste. • Suggesting information to be included on packaging. <p>Key knowledge</p>

	<ul style="list-style-type: none"> • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables are any edible part of a plant. <p><u>Pupils will learn...</u></p> <ul style="list-style-type: none"> • To identify fruits. • To describe where fruits and vegetables grow. • To practise food preparation skills. • To select ingredients for a recipe. • To apply food preparation skills to a recipe. • To evaluate against the design brief.
Computing	Not this term
PE	<p><u>Athletics</u></p> <p><u>Pupils will know and understand...</u></p> <ul style="list-style-type: none"> • Running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance. <p><u>Pupils will learn...</u></p> <ul style="list-style-type: none"> • how to move at different speeds over varying distances. • how to develop balance. • how to develop changing direction quickly. • how to hop, jump and leap for distance. • how to throw for distance. • how to throw for accuracy.
Music	<p><u>Pitch and Tempo</u></p> <p><u>Pupils will know and understand...</u></p> <ul style="list-style-type: none"> • To understand that tempo can be used to represent mood or help tell a story. • To understand that 'tuned' instruments play more than one pitch of notes. • To know that following a leader when we perform helps everyone play together accurately. <p><u>Pupils will learn...</u></p> <ul style="list-style-type: none"> • To understand the concept of pitch. • To create a pattern using two pitches. • To understand the concept of tempo. • To create a superhero theme tune. • To perform confidently as part of a group.
RSE	<p><u>Module 3: Created to Live in Community</u></p> <p><u>Unit 1: Religious Understanding</u></p> <p>Children will discuss:</p>

- The story of The Good Samaritan and will be introduced to the concept of the Trinity. They will think about what the Trinity means for them.

Session 1: Three in One

Pupils will know and understand:

- God is love: Father, Son and Holy Spirit
- Being made in His image means being called to be loved and to love others

Session 2: Who is My Neighbour?

Pupils will know and understand:

- To know what a community is, and that God calls us to live in community with one another
- A scripture illustrating the importance of living in community as a consequence of this
- Jesus' teaching on neighbours

Unit 2: Living in the Wider World

Children will discuss:

- The different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.

Session 1: The Communities We Live In

Pupils will know and understand:

- That they belong to various communities such as home, school, parish, the wider local community, nation and global community
- That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.
- That we have a duty of care for others and for the world we live in (charity work, recycling etc.)
- About what harms and what improves the world in which we live.

Immesive
Events/Visits/Vistors etc

Seaside trip
Sports day