

Maths

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (recap).
- Represent and use number bonds and related subtraction facts within 20 (fact families).
- Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity
- Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than], capacity and volume [for example, full/empty, more than, less than, half, half full, quarter], time [for example, quicker, slower, earlier, later].
- Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes

Science - Plants

Objectives

I can identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.

I can describe the basic structure of a variety of common plants including roots, stem, leaves and flowers.

I can identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.

I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

Possible Challenges:

Home learning investigation/a walk on the school grounds to identify and name plants.
 Classification diagrams of deciduous and evergreen.
 Dissecting plants
 Building a flower
 Growing sunflowers/bean diaries
 Instruction writing on growing sunflowers/beans.
 Observations - growing in clear plastic bags on the windows.
 Investigating edible plants.
 Investigate creepers/crawlers.
 Investigating plants/ space.

Enhancements

WOW Starter: Special delivery from the office - who is it from? Where is it from? (Baseline knowledge of continents).

WOW experiences: Receiving a weekly postcard from the penguins in each part of the world.

Parental Engagement:

Phonics workshop

SATs workshop

KS1 Family learning - E-safety workshop.

KS1 Summer Topic
 Is The World The Same All Over?

English

Our 'Talk For Writing' texts this term include 'Poles Apart' by Jeanne Willis. We will be focusing on writing different text types, mainly instruction writing. We will also continue to develop our phonics and comprehension skills through the Read Write Inc Scheme.

Reading

Match graphemes for all phonemes
 Read accurately by blending sounds
 Read words with common suffixes
 Read contractions & understand purpose
 Read phonics books aloud
 Link reading to own experiences
 Join in with predictable phrases
 Discuss significance of title & events
 Make simple predictions
 Maintain attention & participate.
 Check that the text makes sense to them as they read and correct inaccurate reading
 Discussing the significance of the title and events
 Make simple predictions and make inferences on the basis of what is being said and done.

Writing

Name letters of the alphabet
 Spell common 'exception' words
 Spell days of the week
 Use very common prefixes & suffixes
 Form lower case letters correctly
 Form capital letters & digits correctly
 Compose sentences orally before writing
 Read own writing to peers or teachers
 Leave spaces between words
 Begin to use basic punctuation: . ? !
 Use capital letters for proper nouns.
 Use common plural & verb suffixes

Art

Printing

- Can children print with sponges, vegetables and fruit?
- Can children print onto paper and textile?
- Can children design their own printing block?
- Can children create a repeating pattern?

Possible Ideas:

Maths link - repeating patterns for for/vegetable printing.
Postcard from Asia/India - Introduce Rangoli patterns.
Children to design a polystyrene printing block.

ICT

This term will be focussing on the following skills:

Programming:

Beebots (and beebots app).
Writing algorithms to make banana/crest sandwich or fruit kebab. Act out instructions and debug.

Multimedia:

2Publish and
2create a story based on The Great Fire of Nantwich.

Technology in Our Lives:

Emails from penguins and meerkats
Photocopier
Telephone

Handling Data:

Topmarks pictogram

E-Safety:

Jessie and friends
Hectors World

Humanities

Geography

Locational knowledge

- ♣ Name and locate the world's seven continents and five oceans
- ♣ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Human and physical geography
- ♣ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Geographical skills and fieldwork
- ♣ Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Possible ideas:

Create a 3D globe from a balloon. Identify different continents.
Play the continent game on IWB/Sing continent songs.
Town/country/ county/city activity.

History

- ♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- ♣ significant historical events, people and places in their own locality.

Possible Ideas:

Explore the great fire of Nantwich using Primary sources.
Create a flame picture for causes of the fire.
Samuel Pepys diary
Create a timeline
Recreate the story on 2simple.

Design and Technology

Food

- Can children cut food safely?
- Can children describe the texture of foods?
- Do children wash their hands and make sure that tools and surfaces are clean?

Postcard from Africa.
Introduce fruits of the world.
Handa's surprise link.
Taste test (link to Science senses)
Year 1 make a fruit kebab or fruit salad using fruits of the world.
English link - Writing instructions.

KS1 Topic: Is The World The Same All Over?



Music

This term we will be learning the following skills based on sounds from around the world.

- Can children sing songs from different continents?
- Can children make a soundscape based on different continents?
- Can children order sounds to create a beginning, middle and end?
- Can children create music in response to (pictures and videos)?
- Can children choose sounds which create an effect?
- Can children use symbols to represent sounds?
- Can children perform simple patterns and accompaniments keeping a steady pulse?

SMSC:

- Pants Private rule – Pantosauraus song.
- Should animals be hunted/ killed for fur?
- How can we keep ourselves healthy? Science links.
- What does it mean to reflect?
- Ramadan – Islam (Y2)
- Sun safety – How can we keep safe in the sun?
- Sports day – team work link.
- Changes – Summer 2 – Imagine you, next year. What are you looking forward to/worried about?
- Water safety – how can we keep safe near water?

RE

S Y1

- S1 - Shabbat (Judaism)
- S2 - Channukah (Judaisam)