

Engage: Endangered animals parade

Express: Class assembly

Literacy

Spoken Language:

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Listen and respond appropriately to adults and their peers
Use relevant strategies to extend their knowledge and understanding
Articulate and justify answers, arguments and opinions

Reading:

Discuss word meanings, linking new meanings to those already known
Draw on what they already know or on background information and vocabulary provided by the teacher
Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Writing:

Read aloud their writing clearly enough to be heard by their peers and the teacher
Compose a sentence orally before writing it
Sequence sentences to form short narratives
Say out loud what they are going to write about
Re-read what they have written to check that it makes sense
Discuss what they have written with other pupils
Form lower-case letters in the correct direction, starting and finishing in the right place
Write a persuasive letter about how to help save our endangered animals

Personal, Social and Emotional Development

PSCHE: Changes

Coping with an unexpected change
Getting better at their learning
Changing their behaviour for the better
Making the best of an unwelcome change

R.E.:

Christianity: The Church

Pupils should learn:
- that the Church is the Christian community
- about the Church building including objects and symbols in churches
- that Sunday is a special holy day
- that worshipping together includes reading from the Bible, listening to stories, singing and praying
- that Church has special leaders
- that churches hold important ceremonies e.g. baptisms and weddings

SUMMER TERM 2 2019 Activities A Different Future Year 1

Mathematics

Please see termly Success and Challenge cards

Physical Development

Perform dances using simple movement patterns
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Understanding of the World

Geography

Use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
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
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Science: Seasonal Changes

Pupils should be taught to:
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Computing: iProgram

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
Create and debug simple programs
Use logical reasoning to predict the behaviour of simple programs

Expressive Art and Design

Sculpture

Use sculpture as a medium to develop and share ideas.
Create using imagination.
Develop and use a texture for effect.
Incorporate known experiences or imagination.

Music

Experiment with, create, select and combine sounds using the inter-related dimensions of music.