



# Class 1 - Summer 2

## Key Information



### Key dates- Summer 2

- Thursday 11<sup>th</sup> June- 9:00-9:30- Father's Day Special Worship
- Monday 22<sup>nd</sup> June- 9:30-11:30- KS1 Sports Day
- Thursday 2<sup>nd</sup> July- LTT Experience- Year 1- Circus
- TBD- LTT Experience- Reception- Haigh Hall

### EYFS Donations

- For our EYFS children we are continuing to ask for donations of £2 a week or £14 half-termly to provide for resources to help aid in further learning experiences.
- Any donations can be given to your child or to any Class 1 staff on a Monday morning at drop-off.

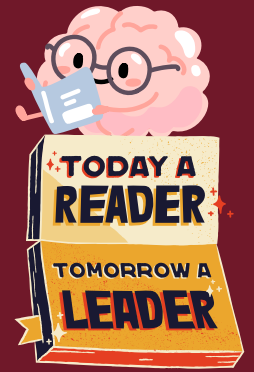
### PE days

- Please be advised P.E. days for this Summer 2 will be:
- **Tuesday-** Athletics
- **Thursday-** Team Building
- Please ensure your child comes to school on these days wearing their P.E. kits.



# Class 1 - Summer 2

## Key Information



### Reading books

- Every Thursday to reinforce fluency.
- Fostering reading for pleasure.
  - Children's interests to taken into account for book selections.
  - Posing questions to deepen children's comprehension and understanding.
  - Making time for reading consistently.
  - Approaching reading with excitement and enthusiasm.

### Labelling items

- Please ensure all items of clothing and personal belongings are labelled to ensure they do not get misplaced or take by mistake.

### Year 1 Homework

-To continue to be sent out **every Thursday** and to be completed for the following Thursday.

Homework will include:

- Phonics
- Maths
- Handwriting



# Class 1's Learning Overview

## Summer 2

### Writing



#### The Night Pirates

During this exciting three-week Writing Root, Reception and Year 1 children will take part in a range of pirate-themed activities designed to develop their reading, writing, speaking and listening skills.

The children will discover a treasure map, take part in pirate role play, share stories, learn pirate songs and write in role as pirates. They will also apply to join the Night Pirates by writing letters and create a simple 'How to be a Pirate' guide.

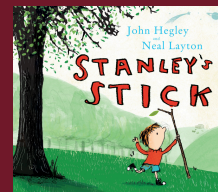
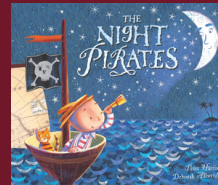
Phonics teaching is embedded throughout the unit to support early reading and spelling skills, alongside opportunities for imaginative play and independent learning. Activities will be adapted to meet the needs of all children while helping to build confidence and enjoyment in reading and writing.

#### Stanleys Stick

During this three-week Writing Root based on the book Stanley's Stick, Reception and Year 1 children will use imagination and storytelling to develop their reading, writing, speaking and listening skills.

The children will begin by discovering their own sticks and using them as imaginative objects before sharing ideas and creating class writing. They will explore the story, ask questions, make predictions and discuss the different ways Stanley uses his stick.

Children will also write in role as the main character, including creating thought bubbles and postcards, before planning and writing their own version of the story using an object of their choice. Activities will be adapted to support the needs of both Reception and Year 1 children while encouraging creativity, confidence and enjoyment in writing.



### Reading

Reading lessons are now firmly embedded into our weekly routine, ensuring that children have regular and consistent opportunities to take part in guided reading. Books continue to be carefully selected to match each child's individual reading ability, helping to build confidence, improve fluency, and strengthen comprehension skills as they progress.





# Maths



## Reception

### 10 and Beyond

- Find, subitise and representing numbers from 1-20 using a rekenrek
- 1 more and 1 less
- Composition of 1 - 20
- Using 10s frames
- Counting using one-to-one correspondance
- Comparing quantities (more than, fewer than, the same)

### Shapes

- Select shapes for a purpose
- Manipulate shapes
- Rotate shapes
- Explain shape arrangements
- Compose shapes
- Decompose shapes
- Copy 2-D shape pictures
- Find 2-D shapes within 3-D shapes
- Name 2-D and 3-D shapes

## Year 1

### Geometry

- Describe turns
- Describe position - left and right
- Describe position - forwards and backwards
- Describe position - above and below
- Ordinal numbers

### Place Value (within 100)

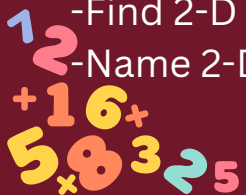
- Count from 50 to 10
- Tens to 100
- Partition into tens and ones
- The number line to 100
- 1 more, 1 less
- Compare numbers with the same number of tens
- Compare any two numbers

### Money

- Unitising
- Recognise coins
- Recognise notes
- Count in coins

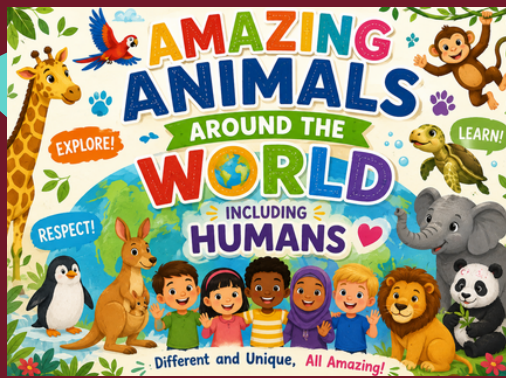
### Time

- Before and after
- Days of the week
- Months of the year
- Hours, minutes and seconds
- Tell the time to the hour
- Tell the time to the half hour





# Science



**For Year 1 children, the unit fulfils the National Curriculum biology strands through the study of:**

- animals including humans
- identifying and naming common animals
- classifying animals
- identifying body parts
- understanding senses
- exploring carnivores, herbivores and omnivores
- seasonal and habitat links

**The unit also places a strong emphasis on scientific enquiry and investigation. Children learn to:**

- observe closely
- ask questions
- sort and classify
- identify patterns
- compare and describe
- gather simple information
- communicate findings through talk, drawings and simple recording

**Learning is designed to be practical, language-rich and exploratory, allowing both Reception and Year 1 children to access scientific concepts through:**

- outdoor exploration
- sensory learning
- investigation
- role play
- observation
- stories and play-based experiences

**The unit supports the EYFS Framework and KS1 Science National Curriculum by enabling children to:**

- explore the natural world around them
- describe what they see, hear and feel
- identify and name a variety of common animals
- identify and name basic body parts
- identify, compare and classify animals
- understand diets and habitats
- carry out simple scientific enquiries and observations



# R.E.



# P.S.H.E.

## How do you celebrate special times?

By the end of this unit pupils will know that:

- Christians celebrate the arrival of the Holy Spirit at Pentecost.
- People of faith have special times of celebration.
- Special times create memories.
- Celebrating special festivals and occasions is important.

By the end of this unit pupils are expected to be able to:

- Talk about special times.
- Talk about the festivals they have explored.
- Recall/retell the story of Pentecost.
- Talk about feelings associated with special times, festivals and celebrations.
- Ask questions about special/holy times.

## 2BeSafe

- Learn how to be kind and respectful to others online.
- Talk about how unkind behaviour online can make people feel.
- Practise positive ways to communicate using technology.
- Understand why it is important to ask permission before going online or using apps and games.
- Explore safe ways to talk to people they know online with adult support.
- Learn that everyone may find different things funny or upsetting.
- Understand that they can say “no” if something online makes them feel uncomfortable or worried.
- Practise telling a trusted adult if something online upsets or worries them.
- Begin to understand how adults help keep children safe online.
- Build confidence in making safe and positive choices when using technology.



# Geography

## Around the world in 30 days

**Throughout the unit, children develop important geographical concepts including:**

- Understanding that places can be different
- Recognising natural and human features
- identifying weather and seasonal patterns
- Exploring how people live around the world
- Using simple maps and globes

**The unit also promotes important personal development by encouraging:**

- Curiosity about the world
- Respect for diversity
- Communication and language development
- Questioning and observation skills
- Empathy and understanding of others



# Design and Technology

## Structures: Boats

By the end of this unit, children should be able to:

- Designing a junk model boat
- Using knowledge from exploration to inform design.
- Making a boat that floats and is waterproof, considering material choices.
- Making predictions about, and evaluating different materials to see if they are waterproof.
- Making predictions about, and evaluating existing boats to see which floats best.
- Testing their design and reflecting on what could have been done differently.
- Investigating how the shapes and structure of a boat affect the way it moves.



# P.E.

## Athletics

- To move at different speeds over different distances.
- To develop balance.
- To develop changing direction quickly.
- To explore hopping, jumping and leaping for distance.
- To develop throwing for distance.
- To develop throwing for accuracy.

## Team Building

- To work with a partner to complete challenges.
- To explore and develop working as a team.
- To develop talking, listening and sharing skills.
- To use speaking and listening skills to lead a partner.
- To plan with a partner and small group to complete challenges.
- To use talking, listening and sharing skills to complete challenges.

# Computing



## Animated Stories

- Understand that computers follow clear instructions (algorithms)
- Give and follow simple step-by-step instructions
- Use a program to create a simple animated story
- Add characters, backgrounds and movement
- Use basic commands like start, stop, move and repeat
- Begin to understand that order of instructions matters
- Predict what will happen when they change instructions
- Develop problem-solving skills by fixing simple mistakes
- Use creativity and imagination to tell a story
- Talk about their work using simple words like “instructions”, “program”, and “animation”