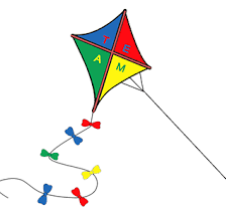


Year 1 Half Term Learning grid Summer 2 – Amazing Animals



<p>Film Unit – The Black Hat – Descriptive writing</p> <ul style="list-style-type: none"> • Use adventurous vocabulary • Select basic ideas and content linked to purpose • Write reliably formed simple and compound sentences • Re-read what they have written to check it makes sense • Punctuate sentences using an exclamation mark • Can spell plural words using s or es • Use the suffix -ing <p style="text-align: center;">Reading</p> <p>-Read words containing contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>-Discuss words meanings, linking new meanings to those already known</p> <p>Find key points in a story or some key facts from an information text</p> <p style="text-align: center;">Phonics/ SPaG rules</p> <p>Week 1 – Plurals 's'and 'es'</p> <p>Week 2 – Adding -er, -est to adjectives</p>	<p>Butterfly life cycles – Explanation writing</p> <ul style="list-style-type: none"> • Know the simple features of explanation writing • Punctuate sentences using a question mark (subheadings) • Organising ideas and events using simple time related words, numbers, ordering of pictures/captions. • Use simple prepositions. • Re-read what they have written to check it makes sense • Can spell words using er and est <p style="text-align: center;">Reading</p> <p>-Make inferences on the basis what is being said and done</p> <p>-Read other words of more than one syllable that contain taught sounds</p> <p>Discuss words meanings, linking new meanings to those already known</p> <p style="text-align: center;">Phonics / SPaG rules</p> <p>Week 3 – Adding the endings -ing to verbs</p> <p>Week 4 – adding the endings -ed to verbs</p> <p>Week 5 – Adding the endings -er to verbs</p>	<p>Non- fiction – Animal Encyclopedias</p> <ul style="list-style-type: none"> • Use adventurous vocabulary • Use simple prepositions. • Punctuate sentences using a question mark • Discuss and share what they have written with others • Join clauses using 'and' 'but' 'so' • Write reliably formed simple and compound sentences <p style="text-align: center;">Reading</p> <p>-Talk about significant features of layout, e.g. enlarged text, bold, italic, etc.</p> <p style="text-align: center;">Phonics / SPaG rules</p> <p>Week 6 – Contractions</p> <p>Week 7 – skills recap</p>
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Mathematics			
<p>Place Value and Addition and Subtraction (2 weeks)</p> <ul style="list-style-type: none"> • I can position numbers on a number line. • I can position 'nearly numbers' on a number line. • I can use number bonds to 10 to solve problems. • I can use number bonds to 20 to solve problems. 	<p>Fractions with Multiplication and Division (2 weeks)</p> <ul style="list-style-type: none"> • I can solve one-step multiplication problems. • I can solve one-step division problems by grouping. <ul style="list-style-type: none"> • I can identify equal and unequal parts. <ul style="list-style-type: none"> • I can find a quarter of a shape. • I can find quarter of a quantity. 	<p>Measurement (2 Weeks)</p> <p>I can compare and describe mass.</p> <ul style="list-style-type: none"> • I compare and describe capacity. • I can solve practical problems for capacity. • I can solve practical problems for capacity using fractional language. <ul style="list-style-type: none"> -I can sequence events. • I can solve practical problems for time. • I can tell the time to the nearest hour and half past the hour. • I can draw the hands on a clock face. 	<p>Geometry (1 week)</p> <ul style="list-style-type: none"> • I can recognise and name 2-D shapes. • I can recognise and name 3-D shapes. • I can recognise and match 2-D shapes. • I can recognise and match 3-D shapes. <ul style="list-style-type: none"> • I can describe position. • I can describe directions and movements.

<p>Science – Living things and their habitat</p> <p>WALT identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>WALT ask simple questions and recognise that they can be answered in different ways.</p> <p>WALT describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>WALT observe using a microscope/hand lens.</p>	<p>Computing – communication and creativity</p> <p>Walt :collect, Organise and present our ideas as a quiz</p> <p>Walt: collect, Organise and present our ideas as a fact file</p> <p>Walt: collect , Organise, present our ideas as a mind map</p> <p>Walt: collect, Organise, present our ideas as an e book</p>	<p>RE – People of God/Belonging</p> <p>WALT express creatively my own views on belonging</p> <p>WALT express creatively how Christians wear special clothes</p> <p>WALT recognise why Christians wear special clothes</p> <p>WALT discern the value of special clothes for Christians</p>	<p>DT – Healthy Eating</p> <p>Design and make a healthy snack</p> <p>WALT: recognise foods and their food groups.</p> <p>WALT: Identify the balance of food groups in a meal.</p> <p>WALT: Identify an appropriate piece of equipment to prepare a given food.</p> <p>WALT: Select balanced combinations of ingredients</p> <p>WALT: Design based on a criteria</p> <p>WALT: Evaluate a dish on design criteria.</p>	<p>Music – Duration and Tempo</p> <p>Duration</p> <p>WALT: explore and respond to long and short sounds.</p> <p>Challenge: recognise a steady beat</p> <p>Tempo</p> <p>WALT: explore fast and slow</p> <p>Challenge: respond to fast and slow</p>	<p>PE – Fundamentals of Movement, Dance</p> <p>WALT: Perform dances using increasingly complex movement patterns.</p> <p>WALT: 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</p>	<p>PSHE – Physical Health</p> <p>WALT understand how to keep our bodies healthy</p> <p>WALT understand how to keep our minds healthy</p>
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Essential Experience: Animal Visit

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