

# Curriculum and Learning Journey

## Year 1/2 Summer 1



# Maths



# Reading

# and



# Writing

## **Text Drivers:** The Dark by Lemony Snicket

**Outcomes:** Narrative, Letter and Character Description

### **Word types:**

Adjectives  
Nouns  
Verbs  
Adverbs

### **Punctuation:**

Full stops and capital letters  
Question marks  
Exclamation marks  
Commas in a list  
Commas after a fronted adverbial

### **Application/devices:**

Phonic application  
Dictation  
Planning (mind-map, story maps, box plan)  
Formal language to explain non-fiction  
First person writing  
Coordinating conjunctions (and)  
Subordinating conjunctions (because, if, that, when)  
Structure and layout



**Read Write Inc.**  
Phonics

### **Sentence types:**

Simple sentences using -and-  
Expanded noun phrases- yr2 using more than one adjective  
Command sentences using adverbs

### **Phonics:**

Children will continue to have phonics lessons in groups based on their most recent phonics assessments. They will either be in a new group or will continue to consolidate the skills of their previous learning. Please keep an eye out for their weekly spellings which are connected to the phonics learning they are doing in school.

### **Guided Reading:**

Children will still be having daily guided reading sessions, which will allow them to explore a range of texts that are age and stage appropriate. This will give them opportunities to develop their comprehension skills whilst embedding their decoding skills.

## Year 1

### **Multiplication and Division**

- Counting in 2s, 5s and 10s
- Recognising and adding equal groups
- Making arrays, doubles and equal groups

### **Fractions**

- Halves and quarters

### **Position and Direction**

- Describing turns and position
- Ordinal numbers

## Year 2

### **Fractions**

- Equal and unequal parts
- Recognising and finding halves, quarters and thirds
- Finding the whole
- Unit and non-unit fractions
- Equivalence of a half and two quarters
- Count in fractions up to a whole

### **Time**

- Telling the time to the nearest five minutes
- Minutes in an hour and hours in a day



## Art

### Painting and Collage: Combination

- Can I create a collage using a range of materials?
- Do I know the artists Sheila Hicks and Eileen Agar?
- Do I know what a collage is?



## Music

### African Animals

- Can I play copycat rhythms, copying a leader?
- Can I invent rhythms for others to copy?
- Do I know what dot notation is?



## R.E.

### Followers of Jesus

- Can I evaluate the concepts of community and belonging and explain why they are important to myself and others?
- Can I explain why being, and feeling part of a community is important?
- Can I explain some of the ways that Christians may show that they belong to the Christian Community?



## Computing

### Digital Writing

- Can I use letter, number, space and punctuation keys to enter text?
- Can I select and remove text?
- Can I change the appearance of text?
- Can I undo text?
- Do I know that a keyboard can enter text on a computer?
- Do I know that text and its appearance can be edited and changed?
- Have I thought about the impact of choices made when entering and editing text?



## Geography

### Southampton and Mumbai

- Can I use a world map to locate a place?
- Can I identify physical features from a map?
- Can I use an atlas to locate a place?
- Do I know the similarities in the physical geography of Southampton and Mumbai?
- Do I know how to describe where Southampton and Mumbai are in the world?
- Do I know the human features that make both places a city?



## PSHE

### Money

- Do I have a basic understanding of the importance of money and enterprise.?
- Am I aware of how money plays an important part in people's lives, where it comes from, keeping it safe and the importance of managing it effectively?
- Do I understand that there are some things people have to buy and some things we choose to buy?
- Do I know what charities are for and what some might do?
- Do I recognise the coins and notes we use and know different ways that money can be acquired, looked after and used for different choices?
- Do I understand some of the essentials that must be paid for and know that we can pay for things in a range of ways.?



## Science

### Living Habitats and Diet

- Can I draw a food chain?
- Can I describe a habitat and / or microhabitat an animal is suited for?



## PE

### Athletics

- Can I use my arms and legs when running?
- Can I run safely forwards, backwards and from side to side?
- Can I jump using one foot and both feet?
- Can I throw an object accurately?
- Can I explain how my arms help me to run?
- Can I explain how to jump forwards and up?

## DT

### Freestanding Structures

- Can I plan by suggesting what to do next, selecting and using tools, skills and techniques suitable for the task, explaining my choices?
- Can I select new and reclaimed materials and construction kits to build my structures?
- Can I use simple finishing techniques suitable for the structure I am creating?
- Do I know how to make freestanding structures stronger, stiffer and more stable?
- Do I know and can I use technical vocabulary relevant to the project?

## Enrichment

- Book Fair
- Book swap
- Continued weekly library trips
- MHST Workshop