

<p>Maths A2/A3 SSM: Children can read and represent analogue time including o'clock and half past. Children are able to draw hands on a clock face to represent time and can sequence events using terminology chronologically (before, after, first, next, today, yesterday, tomorrow, morning, afternoon and evening). Recognise and know the value of coins to at least 20p. Begin to find change from 10p. Sort items using 1 simple rule (possibly using various graphs and diagrams) Measuring – using standard measurements N: Begin to write 1 to 20 in words and order random numbers to 100. Can use ordinal numbers to 20th. Recognise odd and even numbers to 20. Recognise place value in to 2 digit numbers in teen and ty numbers (know that the 2 in twenty is 2 tens and recognise 0 as a place holder in ty numbers) Can find and recognise half and a quarter, quantity, objects or a shape. Know 2 halves and 4 quarters make a whole. Find the difference between 2 numbers. 9+ =10, 10- =9. Be able to solver word problems like 'here are 10 Lego people. 2 people fit into 1 carriage. How many carriages do we need?' Gaining confidence counting forward and backwards in 2's, 5's and 10's. <u>Vocabulary:</u> Take away, less, add more, plus, equals, is the same as..find the difference, how many more to make.</p>	<p>Geography Location Knowledge-name and locate the world's 7 continents and 5 oceans. Link to science and class trip locations around the world of various animals and understand adaptations to these habitats Geographical Fieldwork Skills- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. •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. •Use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map •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 •Context-school trip use maps t locate animals at zoo, locate animals on continents map, link to adaptations and habitats, compare St Albans to far off location. Make imaginary maps link to wild things story, plan view, legend, map of school .Share and test out each others maps. Look at aerial photos of roads around school ,locate features, walk to school map.</p>	<p>History Chronology- •Sequence events/photos from own life (and animals, birth to adult) •Match objects to people of different ages Events and people- •Use stories to distinguish between fact and fiction(Darwin) Enquiry •Use and discuss variety of sources for finding answers to historical questions •Begin to recount some information from sources Communication •Communicate and organise knowledge through pictures ,group presentations, pictures, discussion, models</p>	
<p>English- A2-ARE Summer 2 WRITING- Composition (planning, drafting, evaluating, editing and proof reading)- awareness of main features of- stories, non-chron report, poetry, instructions, letters. Writing a series of sentences. Words relate to the topic. Discuss my writing and learn how to self-check- spelling, grammar, handwriting and punctuation. Self-check my learning makes sense. Composition (applying vocab, grammar and punc.) Range of adjectives- ambitious vocabulary/ language. Use time words to sequence my writing. Use a range of sentence starters- inc. pronouns/ nouns. Join simple sentences more fluently- exploring a range of ways. Spelling- days of the week. Months of the year. Use capital letters for – people, places, days of the week. Grammar- terminology- noun, question mark, adverb, verb, pronoun, exclamation mark, comma, contraction. Prefix, suffixes- ed, ing, es, s, er, est. Handwriting-More naturally joining cursively on the line. 1/2 digit per box- maths. Ascenders and descenders correctly formed. Digits formed correctly. Pencil held correctly. Poetry: (Reading) Favourite words/ parts of a poem and why. Notice a poems pattern/ rhythm, (Vocab/ Grammar/ Punc) use noun phrases. Use description. Regular plural noun suffixes-es and –s inc the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change us needed in the spelling of root words. (Performing) in unison- follow the rhythm, keeping time. Invent/ imitate actions. Read aloud clearly. (Creating) invent impossible ideas. List words and phrases. READING (Turquoise) – Word reading: Use a range of strategies to read- more than one decoding strategy. Take into account a range of punctuation when reading. Read with accuracy, confidence, fluency and expression when reading a variety of texts. Comprehension: Read a wide range of texts lining to own experiences. Able to recall a sequence of events and recall specific information. Locate specific information to support my comments. Make plausible inferences and can line to the part of the texts that makes me think this Make predictions based on what has been read so far. Comment about illustrations, diagrams, changes about the texts. How fiction and non-fiction texts are organised and why. Awareness of a range of punctuation and why it is used. To show where writers have used different words for effectiveness and thinking about why- link to ambitious vocabulary. Notice patterns of language. Able to show an understand of new words. I understand the purpose of a text. Awareness of a writers view point. Use recurring language when reciting / joining in with poetry. Learnt some simple poems by heart and can recite them with expression.</p>	<p>Music Recognise how sounds can be made and changed. Repeat short rhythmic and melodic patterns. Create sounds to create a melodic and rhythmic pattern. Respond to different sounds and music: moods. Identify simple repeated patterns. Identify musical instruments. Developing Listening Skills recall sounds such as repeated rhythms and phrases- music from different cultures. Rhyme and Rhythm: Create simple rhythmic patterns clapping names for people or objects, use body percussion Composing Skills: Choose and organise sounds from a small range provided .Which sounds could be used to accompany a story? Invent own signs and symbols to record compositions. Applying knowledge and understandingKnow how the musical elements can be combined such as loud and quiet, fast and slow, high and low. Appraisal skills: Talk about sounds they have made or heard. Use appropriate expressive language to describe music. Make improvements to their work based on guided evaluation using adult/ and some peer evaluation.</p>		
	<p>Year 1 Summer Overview Wild and Wonderful!</p>	<p>Phonics- 6 groups June2017– phonics screening! Focus: segmenting the words in order, blending the word correctly in order. Reading alien words. Making sense of the real words- self-correcting.</p>	
<p>Science Animals</p> <ul style="list-style-type: none">Identify and name variety of common animals(birds ,fish, mammals ,amphibians ,reptiles, invertebrates)Identify and name variety of animals that are herbivores, carnivores and omnivoresDescribe and compare the structure of a variety of common animals <p>Plants</p> <ul style="list-style-type: none">Identify and name variety of common plants (trees- deciduous, evergreen),wild/garden flowers,) <p>Seasonal change</p> <ul style="list-style-type: none">Observe change across seasonObserve and describe weather associated with seasons and changes in day length <p>Enquiry skills</p> <ul style="list-style-type: none">Choose/use equipment, ask questions, compare results, explain resultsResearch- video clips /internet research / photos /visitors- growth child (themselves), important scientists. Make their own info leaflet / poster.Seek patterns- do the same plants grow in different locations?Observe over time- plants in Forest school area, class gardens	<p>Art -Printing and Pattern: Artists-William Morris, Escher, Warhol Print repeating patterns using block printing(Potato sponges, found objects, shapes) Explore mono-printing by making marks on PVC and transferring to paper. Ext -Explore colour mixing by using 2 colours and variety of objects to print. Compare patterns to William Morris. Design patterns of increasing complexity, develop patterns using symmetry, rotation and repetition-See Escher. Explore relief printing using polystyrene tiles and resist by rolling ink over found objects .EXT Explore printing on different fabrics and papers. Select a pattern for a purpose-Link to DT pattern for package for food product/printed textile. Moves into textiles: Describe different textures of textiles and use of materials Apply colours with printing dipping and fabric crayons. Create dyes-onions, beetroot, tea, coffee. Berries Ext explore tie dye with natural and man-made dye. Kanu in Nigeria-dying is main industry. Sewing-learn how to thread a needle use needle and thread to make pattern on material ,to join eg buttons, explore finger knitting, explore weaving(link to forest sch and Outdoor learning),sort threads and materials for colour ,length, size, experiment with fringing, fraying, knotting, pulling, twisting thread. Collage DT- Cooking and Nutrition-use basic principle of healthy and varied diet to prepare dishes and understand where food comes from link to science and healthy eating. Link to geography where food comes from -Lit link the world came to my place today. Design for purpose and evaluate-context -make bread rolls/loaves of bread make a healthy sandwich. transport it in a container they have designed and decorated using art skills.</p>	<p>RE: Books and Stories- 10 hours</p> <ul style="list-style-type: none">Holy books –reading / handling Christianity- Bible. Sikhism- Sahib/ Chauri. Islam- Qur'an. Judaism- Torah/ Ark. Hinduism- Bhagavad Gita/ Stand. Buddasim- TripitakaSelect stories from books of different faiths which show care and concern David and Goliath, David and Jonathan, The Cat and the Dog, The Crying Camel. <p>Outdoor Learning and Forest School Outdoor learning- see year 1 overview. Forest School- Scarecrows Concepts of recycling and natural v man made, Tying, lashing, What do plants need to grow?? Investigate plants within scarecrow Identifying plants and animals in environment- wild flowers and plants. Identify the pats of plants/ trees- evergreen/ deciduous. Noticing seasonal change Clay skills - making textures, joining with slip Natural dyes- berries, vegetable skins BLP link: Collaboration and communication skills</p>	
<p>SMSC and PSHE- http://www.reonline.org.uk/supporting/festivals-calendar/ While looking at wild animals and the natural world nurture opportunities for awe and wonder. Each child to have opportunity to discuss home learning and independent learning (during a directed session or CIL) and receive praise for their individual efforts. Children to develop social skills further in talking partners and working with others during class mixing time. Children aware of children in Tanzania through Mrs Pratt's assembly. Continue to promote the Rainbow code as the law that we all follow in school and why we have laws. Continue to link all of these to British Values- democracy, rule of law, tolerance, mutual respect and individual liberty.</p>	<p>PE (Teachers- Fit in 15) Games- Aiming at various targets using different equipment- beanbags, balls, quoits, shuttlecocks etc: Striking a ball with a bat. Jump from a standing position. (Teachers) Athletics- Running at different speeds and around obstacles. Play chasing games. Jumping- from a standing position, to land in a specific area, jump in a controlled way, land and stop (long jump). Throwing- into a target, an object with one hand (dominant and non-dominant), throw in the direction of another person, throw using different hands and aim at a target.</p> <p>(CSE) Gymnastics</p> <p>Summer 1- learning the basics to put a routine together</p> <ol style="list-style-type: none">Learn to travel- jog, skip, gallop, hop, walk, forwards, backwards, frog, bunny, crab, bear, caterpillar, crocodile.Gymnastic shapes- tuck, pike, log, dish, arch.Rolling- log rolling safely in a line, pencil roll, egg roll roll sideways/ forwards/ backwards, dish roll sideways/ forwards/ backwards, forward roll forwards- learn from the basics how to safely roll.Balancing- on different parts of the body, showing control when balancing, holding the balance, linking balances, link to travel movements.Create a gymnastic routine showing travelling, rolling, balancing, jumping <p>Summer 2- refining a routine- performance.</p> <ol style="list-style-type: none">Repeat and link movements together .Observe and describe basic actions and dynamics of others performing- building the ability to give specific feedback linked to: travelling, shapes, rolls, balances..Refine own performance- individual gymnastic performance- link to Computing videoing performance. Time to practice to then perform for an audience/ LP.Refine group performance- take on a role, take responsibility, timing of the routine, remember the routine, learn to perform. Time to practice to then perform for an audience/ LP <p>Link to rhythmic gymnastics- using wall bars, floor mats, boxes/ horses and all other gymnastic equipment. All linking to healthy living and eating- the effects exercise has on the body: increased heart rate, sweating, building strength- muscles/ bones.</p>	<p>Influences on curriculum St Georges Day 23rd April Ramadan 27th May – 25th June Shavot 31st May (Jewish festival as Moses revelation of the Torah on Mount Sinai. Eid 26th June</p>	