

| Year group: 1 | | Term: Summer 2 |
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| Subject | Strand | Unit of work title / Overview |
| English | Reading | Recognise all 75 phonics sounds speedily; read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings, read multisyllabic words containing sounds taught. |
| | Writing | We will learn about the key features of a recount, using our trip to Skipton Castle as our first-hand experience. We will retell an innovated version of Little Red Riding Hood using the original story as a template for our retell, but making changes to key elements such as character or setting. Working towards sequencing sentences to form a short narrative, including adjectives and conjunctions and other ambitious vocabulary to add interest to and extend sentences. Form all letters in the correct orientation, starting and finishing in the right place. |
| | Phonics | Reviewing Set 1, 2 and Set 3 sounds, including additional sounds in both single and multisyllabic words. Building pace and fluency by reading and re-reading books containing sounds already taught, considering ‘voice choice’ when reading aloud. Spell words phonetically that contain Set 1, 2 and 3 sounds. |
| | Spelling and Grammar | Make singular nouns plural using ‘s’ and ‘es’ e.g. <i>dog, dogs; wish, wishes</i> ; Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>Helping, helped, helper</i> ; Add the prefix ‘un’ to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i> . |
| | Punctuation | Focus on <i>most</i> written work being punctuated accurately and consistently with capital letters and full stops. |
| Maths | Mental calculations | Counting in multiples of 2, 5 and 10; bonds to 20 including missing number calculations, doubling and halving facts including near doubles. |
| | Written calculations | Addition and subtraction to 20, including missing number problems; partitioning and recombining two-digit numbers to 100. |
| | Units of work | Place Value to 100; Money, Time to the hour and half past the hour, Position and Direction. |
| Science | Working scientifically | Plants: Observing closely, using simple equipment, performing simple tests, gathering and recording data to help in answering questions, using their observations and ideas to suggest answers to questions and using their observations and ideas to suggest answers to questions. |
| | Units of work | <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. |
| Spanish | Units of work | El Circo – The Circus. Children will be able to recognise and recall up to 7 different circus acts, and remember a short phrase for each. |
| Geography | Units of work | Our Local Area Identify the human and physical features of our local area, using aerial images to identify landmarks and devise simple maps. |
| Music | Units of work | Come dance with me This half term we will find the beat and learn to sing a call-and-response song. We will compose new lyrics and actions to create our own innovation of this song, before playing simple rhythm patterns on tuned percussion instruments. |
| RE | Units of work | What do Christians believe God is like? This half term we will focus on stories from the bible that show how Christians believe God is loving and forgiving. |
| Computing | Units of work | Use Beebots to support understanding of what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. |
| PE | Units of work | Striking and Fielding This half term we will play competitive games such as rounders and tennis, and apply basic techniques for striking and fielding to support successful attacking and defending. |
| PSHE | Units of work | Living in the Wider World: How can we look after each other and the world? This half term we will focus on life changes such as transitioning to another year group, growing and changing from young to old and how our needs change. We will cover respecting ourselves and each other, working cooperatively and how to share opinions on things that matter to us. |