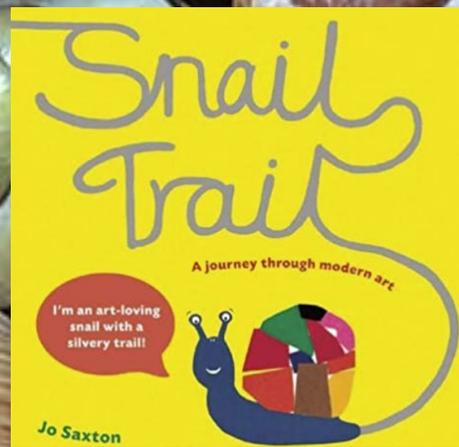


Science

Animals including humans.

Compare animals according to their physical features. Find out about herbivores and carnivores. Think about animals and their young and what animals need to survive.

Working scientifically. Making careful observations and use what we see and notice to answer scientific questions. Ask questions. Identify and classify.



PE

Weekly PE with external coach.
Athletic skills including running and relay games.

Art

Explore the work of Henri Matisse, focussing on 'The Snail' and using this as inspiration for children's own art. Creating spirals, collage and observational drawing.



Homework

Please log on to **GOOGLE CLASSROOM** for details of all Class 1 homework and resources/links to support children and parents.

Music/Dance Weekly dance lessons with specialised dance teacher.

Jubilee dance workshop

Enrichment Activities including Outdoor Learning

- Forest school each Friday afternoon.
- Jubilee Celebration Activities.

Computing-programming

To become more familiar with the computer keyboard and use to create simple texts, learning to change size, font and colour.
To use simple programs to collect and represent data.

Religious Education - Who is Jewish and how do they live? Part 1

Reflecting on objects that are precious to us, linking to those that are precious to the Jewish people. Learn about the Mezuzah and the Shema. PHSE/Theme for worship this term is Thankfulness.

Early Years Foundation Stage-Characteristics of Effective Learning.

Children in the Early Years Foundation Stage learn by Playing and Exploring, Being Active and through Creative and Critical Thinking. These are referred to as the 'Characteristics of Effective Learning'. We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Playing and Exploring-finding out and exploring, playing with what you know and be willing to 'have a go'.

Being Active-being involved and concentrating, keep on trying and achieving what they set out to do.

Creative and Critical Thinking-having their own ideas, making links and choosing ways to do things.

Wriggle and Crawl



Summer Term 5
Class 1 Y1/2 EYFS

English

At the beginning of term we will continue our exploration of the text 'The Snail and the Whale', using the text as an inspiration for imaginative writing. We will then move onto looking at the text 'The Bee who Spoke'. This will take us on into term 5.

- Describe settings.
- Write a diary
- Write another adventure for the snail and the whale.



Handwriting

KS1 Complete Curly Caterpillar and begin Zig zag monster letters.
Y1 forming letter families, Y2 positioning of letters and beginning to join
EYFS formation alongside Phase 3 phonemes

Phonics/Spelling

EYFS	Phase 4. Phase 2/3/4 tricky words reading and beginning to spell.
Y1	Phase 5-alternative pronunciations of known phonemes e.g ea as in bread. Continue reading and spelling tricky words.
Y2	Planit spelling programme The sound // spelt as il and al at the end of words. The /zh/ sound spelt with s-usual Words ending in 'tion'. Adding the suffix 'ly'. Using apostrophes for contracted words. Y1 and Y2 Common exception words-reading and spelling.

Reading

We will use the VIPERS text focus objectives (vocabulary, inference, prediction, explain, retrieve, and sequence) to discuss books, illustrations and extracts from stories.



Children will bring home a fully decodable reading book for them to read to you as well as another book of their choosing if they wish to share together (these books will be marked with a heart sticker) Please read with them for 10 minutes everyday if you can and write any comments on your child's reading in their reading record and return it to school daily. Reading books will be changed each Monday and Thursday and whenever your child is heard read at school.

Mathematics

EYFS

Representing 9 and 10 in different ways, comparing numbers and begin to learn number bonds to 10. Solving mathematical problems using first, then, now and use tens frames, numbers and their fingers. Taking away, how many are left? Shape investigations.

KS1

Addition and Subtraction

Y2-consolidate adding 2 digit numbers by partitioning, column method.

Place Value Y1

Ordering and finding 1 more/less.

Fractions.

Y1-finding one half and one quarter of an amount of objects.

Y2-finding 1/4 of an amount. Recognising thirds and three quarters and begin to learn about equivalent fractions-2 quarters and 1 half. Problem solving with fractions.

Continue to learn to tell the time.

Statistics

Y2-tally charts, pictograms and block diagrams-in conjunction with computing.