

## English

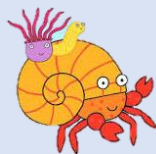
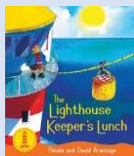
### Reading and Phonics



Children in Year 1 and 2 will all undertake a 30 minute phonics or SPaG session daily. The children will be learning four new sounds per week or new spelling rules, with the opportunity to re-visit and put their learning into practise throughout the week.

### Writing

This half term, we are focusing on instructional writing, and stories with an imaginary setting. Our key texts include: The Lighthouse Keeper's Lunch, Somebody Swallowed Stanley and Sharing a Shell.



#### Year 1

- To say out loud what they are going to write about.
- To compose a sentence orally before writing it.
- To sequence sentences to form short narratives.
- To discuss what they have written with the teacher or other pupils.

#### Year 2

- To plan what they are going to write about, including writing own key ideas and words.
- To encapsulate what they are going to say, sentence by sentence.
- To re-read in order to check their writing makes sense.



Our vision is simple. We want everyone to SHINE.

*'Do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'. Luke 8 v16*



### Year 1 and 2 half termly Curriculum Learning Overview – Summer

## **Oh I Do Like to be Beside the Seaside**

**Enrichment Opportunities: Saltburn trip**

### How can I help with my child's learning?

- Listen to your child read every day.
- Share / read a range of stories with your child
- Practise addition and subtraction number facts within 10

## Maths

### Year 1

- Multiplication and Division

- Fractions

### Year 2

- Measure

- Consolidation

### Mastering Number

We are fortunate enough to be participating, and piloting a scheme from the NCETM called 'Mastering Number'. The aim of this scheme is that over time, children will leave Key Stage 1 with fluency in calculations, a confidence and a flexibility with number.



The focus over the course of the year will be subitising, cardinality, ordinality, counting, composition, comparison and number facts.

### Religious Education:

**Big Question: Who is Jewish and how to they live?** The children will be able to:

- Re-tell simply some stories used in Jewish celebrations
- Give examples of how the stories used in celebrations remind Jews about what God is like.
- Give examples of how Jewish people celebrate special times
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways
- Ask some questions about what Jewish people celebrate and why
- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people.

### Music:

**How does music make us happy?** In this unit we will be looking at:

- 'Music that Makes You Dance'
- celebrating a wide range of musical styles.
- listening, singing, playing, composing and performing.
- the Foundational Elements of Music with a focus on **music we can dance with.**

The children will be encouraged to move to the music and songs they are listening to, singing and performing with!

### PSHCE (Personal, Social, Health and Citizenship Education):

#### **People Who Help us**

Our focus this half term is to understand:

- that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
- who can help them in different places and situations; how to attract someone's attention or ask for help; what to say
- how to respond safely to adults they don't know
- what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
- how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say

### Art:

This half term we will be continuing to use a range of materials creatively to design and make products. We will be doing this through weaving. The children will have an understanding of what weaving is, whilst designing, creating and evaluating a weaved fish.

### Science:

We will be looking at everyday materials and their uses. By the end of this unit the children will be able to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties and how things move on different surfaces.
- identify and compare the suitability of a variety of everyday materials
- find out how the shapes of solid objects made from some materials can be changed.

### Physical Education:

Through our PE scheme Real PE, we will be focusing on key skill of counter balance. We will then begin to apply these in a range of activities.




## Children in Year 1 and 2 still accessing Phonics



Children in Year 1 and Year 2 still accessing phonics are given; 1 reading book and 1 sharing story **per week**. Whilst in school, children read as a group on 3 separate occasions.


It is important that at home you are reading with your child as often as you can. This may be listening to them read their decodable book or be sharing a story together. Anytime you read together at home we would love to know about it, so please let us know about it in your partnership book.

Children still accessing phonics will **not be sent home spellings**, however we will send home a list of the sounds we have focused on during the week.



### Year 1 and 2 Expectations

#### How you can help support your child's learning.





Day	What we will do in school	What you can do at home
Monday	Year 1 and 2 children in reading groups <b>given</b> new book and sharing story.	Listen to your child read their reading book as often as you can. Share the sharing story together.
Tuesday		Practice tricky words or letter formation.
Wednesday		Practice number recall facts within ten.
Thursday	Year 2 children in SPAG group <b>change</b> their reading book and sharing story.	Listen to your child read their reading book as often as you can. Share the sharing story together.
Friday	Spellings handed out to Year 2 children in SPAG group. List of sounds handed out to Year 1 children. Children tested on prior weeks spelling pattern.	Practice Year 2 spellings.

## Children in Year 2 that are no longer accessing Phonics

Children in Year 2 no longer accessing phonics choose; 1 reading book and 1 sharing story **per week**. Whilst in school children read to an adult once a week.

It is important that at home you are reading with your child as often as you can. It is expected that children re-read the book they have chosen **at least 3 times**.

In the back of their chosen reading book you will find 'ideas for reading' which include discussion points, questions and ideas for a creative response to their reading book. Anytime you read together at home, whether the reading book your child has chosen or a sharing story we would love to know about it, so please let us know about it in your partnership book.

Children in Year 2 that are no longer accessing phonics will be sent home with a **list of spellings** to practice these are tested on a Friday with new spellings handed out.

Children in Year 1 and Year 2 were sent home with a laminated copy of Year 1 and 2 tricky words, expected letter formation and number recall facts within ten. We ask that these skills are also practiced at home. Whether it is whilst in the bath, or on the way to school, even ten minutes practice a week could help your child to retain this information.