

Summer Term



In **PHSE** we will be exploring the unit '**Britain**'. This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.

We will move onto the unit '**Money Matters**'. This unit encourages children to think about where money comes from and how it can be used. We will discuss the idea of spending and saving money and begin to understand why it is important to keep belongings, including money safe. We will also learn about the different things on offer when we go shopping and how we need to identify the difference between the things we want and the things we need.

In **RE** we will be exploring '**How should we care for others and the world and why does it matter?**' Children will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Later in the unit, children will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. Pupils will also take time to consider why people who are religious and non-religious should care for others and look after the natural world.

In **Geography** we will be exploring the unit '**What is it like in Shanghai?**' the children will be using a world map to identify continents, oceans and countries outside the UK with a focus on China. We will identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. We will then compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.

In **History** we will be using learning more about houses and homes in our local area. We will look at different types of houses and how these have changed over time including rooms and items found inside the home. We also find out about **The Great Fire of London** and how house and homes from that time period impacted on the spread of the fire,

In **PE** we will be developing our teamwork, communication skills enabling the children to create simple strategies to complete a challenge through our '**Team building**' unit. We will start to develop their communication skills, enabling us to create simple strategies to complete a challenge. We will also be exploring our '**Jumping**' unit. We will work on our jumping skills through exploring jumping, in different directions, at different speeds and different levels.

The children will begin to understand the different reasons when, where and why we jump in different ways and use these in games and a mini tournament.

PE Days.

1H-Monday (outdoor) and Thursday (indoor)
1/2C -Tuesday (indoor) and Thursday (outdoor)
2H-Monday (outdoor) and Thursday (indoor)

Curriculum Newsletter

Key Stage One

We hope that this overview of this term's topics will provide you with ideas of how to help your child with their learning.

You can contact via Class Dojo or please pop in and see one of us if you have any questions.



Our school values for the term are...
Pride and Honesty

English

During the term we will be reading a variety of fiction texts.



Year one will continue to write exciting sentences and retell stories using time openers, adjectives, exclamation and question marks. We will continue to look at how to use conjunctions such as 'and', 'because', 'but' and 'so' to join our ideas and sentences. The children will continue to learn to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Year two will continue working on building stamina for writing by writing for different purposes. We will continue to look at using time openers, commas in a list, noun phrases, adverbs and conjunctions to further enhance our sentences for writing. We will develop our editing skills by proofreading our work to check for errors in spelling, grammar and punctuation. We will continue to focus on spelling Common Exceptions words accurately as well as applying different spelling rules in our independent writing.


We will continue to develop our reading skills focusing on retrieval, making predictions, sequencing events, making inferences and developing our understanding of vocabulary.

You help at home you can:

- Read with your child and discuss the text-


Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...




Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text




Inference Questions with Iggy

- What do you think... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?




Prediction Questions with Pip

- Where do you think... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might... say about that?



Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



Please help your child to practise their reading book so that they can 'perform' the book that they have read in school three times during the week.

Reading Diaries

Please sign the diary each time you hear your child read. Remember if your child reads **3** times a week, they will receive a star in their reading diary. **10** stars over the term, they will receive a

reading certificate. **3** certificates throughout the year means your child will get invited to our amazing 'Reading Celebration Day' at the end of the year.

In **Maths** Year 1 children will be focusing on place value, weight and volume, multiplication and division and time. Year 2 children will be focusing on multiplication and division, statistics, position and direction, fractions, time, mass, volume and temperature. We will also consolidate our knowledge and understanding of the four operations.

In addition to this you can help by:

- Telling the time
- Counting forwards and backwards to 100 and beyond.
- Finding 1 more and 1 less and Year 2 children 10 more and 10 less.
- Try counting in twos, three, fives and tens and x2, x5 and x10 times tables.
- Practising the skills of addition and subtraction, doubling and halving, multiplication and division.
- Describing direction, position and movement, including straight line movement and rotation using language such as quarter and half turn, clockwise and anti-clockwise.

In **Science** we will be continuing to learn about '**Animals including humans**'. The children will begin by looking at animal young and comparing them to their adults. They will look at how animals change as they grow up and be introduced to the life cycles of several varied common animals, including humans. They look in detail at how humans change as they grow older, drawing on their own observations. Children are introduced to the three basic needs of animals for survival (water, food and air). They will apply this knowledge, alongside research from secondary sources, to suggest ways to look after pets. The unit ends with children looking at healthy lifestyles, including the importance of exercise, healthy eating and hygiene.

In **Computing** we will continue to talk to the children about keeping safe when using the internet. We will be exploring the unit '**Grouping Data**'. This unit introduces the children to data and information. We will begin by using labels to put objects into groups and labelling these groups. We will explore sorting objects into different groups, based on chosen properties. We will progress onto sorting different groups to answer questions about data. We will also be exploring the unit '**Pictograms**'. We will look at how data can be collected in the form of a tally chart. We will learn the term 'attribute' and use this to organise data. We will then progress onto presenting data in the form of pictograms and finally block diagrams. We will use the data presented to answer questions.

In **Design Technology** we will be exploring the unit '**Fairground wheels**'. The children will explore various types of fairground wheels, how they work and their key features before designing and constructing a fairground wheel of their own.

In **Art** we will be exploring '**Nature found art**'. The children will have the opportunity to learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other environmental artists. Throughout the unit we will focus on different techniques using natural materials; model making, observational drawing, collecting material and group sculpture building.