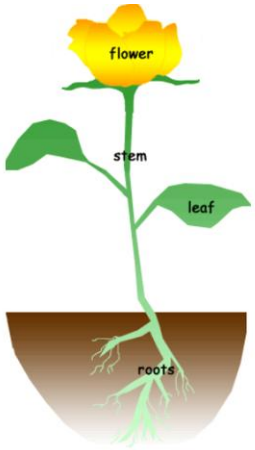
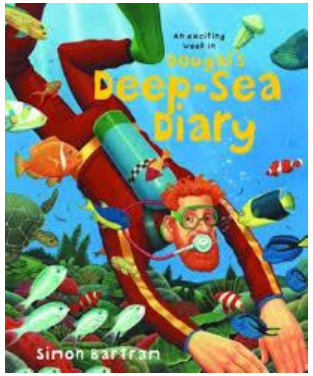
Learning Journey

Year 1 – Summer 2

Areas of learning

In English we will be looking at the story Dougal's Deep Sea Diary and the traditional tale Jack and the Beanstalk. In maths the children will be focusing on numbers 0-20 and then we will look at coins and how to use them and improve our recognition of them. In Geography, our focus shifts further afield. We will learn about where the hottest and coldest areas in the world are and what they are like. We will compare them to each other, as well as to where we live in Teddington. In Science, we will learn the names of a variety of wild and garden plants and name the main parts of plants and trees. In RE, we will be learning about the Torah and why it is important to Jewish people and in D&T we will be creating moving picture books. Excitingly, we will begin swimming this half term and then our outdoor PE session will be athletics.







5Cs focus	
Care	We will understand how to care for plants.
Challenge	We will challenge ourselves to use the conjunction 'and' in our sentences.
Collaboration	We will work well as a team in athletics lessons.
Courage	We will be performing improvisations and compositions.
Creativity	We will be designing and printing our own patterns.

ENGLISH – Dougal's Deep Sea Diary, Jack and the Beanstalk

Reading – Word Reading

- To apply phonic knowledge and skills as the route to decode words
- To respond speedily with the correct sound to graphemes (letters or groups of letters).
- To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- To read some common exception words.
- To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- To re-read these books to build up their fluency and confidence in word reading.
- To be able to identify further additional sounds from ELS.

Reading – Comprehension

- To listen to and discussing a wide range of stories and non-fiction at a level beyond that at which they can read independently.
- To link what they read or hear read to their own experiences.
- To become more familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- To recognise and join in with predictable phrases.
- To discuss word meanings, linking new meanings to those already known they listen to by.
- To predict what might happen on the basis of what has been read so far.
- To participate in discussion about what is read to them, taking turns and listening to what others say.
- To explain clearly their understanding of what is read to them.

Spelling

Using the _er and est comparative suffixes and and _un prefix
Continuing to develop knowledge of Harder to Read and Spell spelling words.

Writing

- 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 re-read what they have written to check that it makes sense.
- To discuss what they have written with the teacher or other pupils
- To read aloud their writing clearly enough to be heard by their peers and the teacher.
- To compose and write in the first person (I).
- To sequence and write a story.

Grammar

- To be able to leave spaces between words joining words and to join clauses using 'and'.
- To punctuate sentences using a capital letter and a full stop.
- To use fronted adverbials e.g. first, then, next.
- To use exciting description and powerful action words to add interest to our writing.

Phonics

- To be able to read ccvc and cvcc words.
- To be able to identify all Phase 2-5 sounds.
- To be able to read nonsense words with Phase 2, 3 and 5 sounds.
- To be able to sound out and spell words containing Phase 2, 3 and 5 sounds.
- To be able to read words that include Phase 5 additional sounds.

Handwriting

- To sit correctly at a table, holding a pencil comfortably and correctly.
- To form lower-case letters in the correct direction, starting and finishing in the right place
- To revise each letter according to their word families.

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<tr><th colspan="2">MATHS – Numbers within 100 & Money</th></tr>
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Numbers 0-20

- To explain where numbers 11-19 are found on a number line
- To identify the quantity shown for numbers 11-19
- To use knowledge of 10 and a bit to solve equations
- To explore odd and even numbers within 20
- To explore doubles from 6 to 9 and then halve them
- To use addition and subtraction facts within 10 to solve equations within 20
- To measure using non-standard measurements
- To measure using 1cm cubes
- To measure using a ruler
- To estimate length
- To measure length and record the measurements

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Unitising and coin recognition

- Pupils count efficiently in groups of two
- count efficiently in groups of ten
- count efficiently in group of five
- count efficiently by counting in groups of two, five and ten
- explain the value of a 1p coin in pence
- recognise and explain the value of 2p, 5p and 10p coins
- explain that a single coin can be worth several pennies
- use knowledge of the value of coins to solve problems
- calculate the total value of the coins in a set of 2p coins
- calculate the total value of the coins in a set of 5p coins
- calculate the total value of the coins in a set of 10p coins
- compare sets of 2p, 5p and 10p coins
- relate what they have learnt to a real-life context
- work out how many coins are needed to make a value of 10p
- work out how many coins are needed to make a total value of 20p
- use knowledge of the value of coins to solve problems

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<th>Science - What are the parts of a plant and how do they grow?</th>
<th>Geography – Where in the world are the hottest and coldest places?</th>
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- Know the names of some wild garden plants (rose and daisy) and deciduous and evergreen trees (oak and pine).
- Know and name the petals, stem, leaves and root of a plant
- Know and name the roots, trunk, branches and leaves of a tree

Ask their own questions about what they notice when prompted
To begin to group and classify things
To suggest how findings could be recorded

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Locational Knowledge

- To locate Antarctica, Sahara desert and Teddington on a world map

Place knowledge

- To know which clothes to pack for a hot or cold holiday
- Compare similarities and differences between Teddington in the UK and Ouargla in Algeria
- Antarctica is the coldest and windiest place on earth
- The Sahara desert is one of the hottest and driest places on earth

Human and Physical geography

- To recognise the features of a hot and cold place
- Cold place – icebergs, sea ice, orca whales, emperor penguins
- Hot place – sand dunes, cacti, camels, desert fox
- People need to wear and use different things for hot places compared to cold places

Geographical Map Work

- To locate Antarctica and the Sahara desert on a globe

Geographical Fieldwork

- using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features

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RE- What is the Torah and why is it important to Jews?

Living the Faith

- To know that the Torah is the holy book for Jews
- The Torah is written in Hebrew
- The Torah means 'teaching'
- Stories in the Torah have morals which guide Jews.
- The story of Noah's Ark
- Stories from the Hebrew scriptures, particularly the Torah

Skills

I can recognise and describe things that are special to others

PSHE – Relationships

- To identify the members of my family and understand that there are lots of different types of families

Knowledge – I can give two different types of families and name at least 2 people in my family.

- To identify what being a good friend means to me

Knowledge – I can list 2 ways of being a good friend and say how a friend makes me feel

- To know appropriate ways of physical contact to greet my friends and know which ways I prefer

Knowledge – I can name at least 2 appropriate ways of physical contact to say hello and explain which one I prefer.

- To know who can help me in my school community

Knowledge – I can identify 2 sets of people in the school community who can help me.

- To be able to recognise my qualities as person and a friend

Knowledge – I can list 2 positive things about me.

- To be able to tell you why I appreciate someone who is special to me

Knowledge – I can choose someone from my family and give a reason why they are special to me.

PE – Athletics

- To move at different speeds over varying distances.
- To develop balance.
- To develop agility and co-ordination.
- To explore hopping, jumping and leaping for distance.
- To develop throwing for distance.
- To develop throwing for accuracy.

I am able to throw towards a target.
I can run at different speeds.
I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.
-Sometimes able to take turns with guidance
-Work with a partner with direction from staff
-Learn simple rules
-Explore how to deal with winning and losing

PE – Swimming

- To develop confidence when entering and moving in the water.
- To safely enter and exit the pool.
  To develop confidence in the water.
- To develop confidence when travelling in the water.
  To begin to develop floating.
- To develop confidence to submerge in the water.
- To develop confidence when submerging.
- To develop floating on front and back.

I can explain a pool rule that helps me to stay safe.
I can float on my front and back.
I can move and submerge confidently in the water.
I can swim over a distance of 10m with a buoyancy aid.
I know and can demonstrate what to do if I fall into water.
Social: co-operation
Social: supporting and encouraging others
Emotional: confidence
Emotional: determination
Emotional: challenging myself

DT – Design a Moving Picture Book	**Music – Come dance with me**
• To identify how moving pictures work. • To use own experience to design my moving picture. • To be able to make a slider L.O. • To be able to make a lever move. • To know which tools I need to make a lever or slider • To use all skills learned to make my moving picture • To evaluate my work • To know that a slider makes images move forwards and backwards or up and down. • To know that a lever makes images move around a pivot • To understand how a slot can be used to make a slider • To know that a split pin can be used to make a lever	**Listen and appraise** • Listen and copy call-and response patterns on voices and instruments **Improvise and compose** • Create musical phrases from new word rhythms that children invent. **Sing and Play** • Sing either part of a call and-response song • To know that *call and response* is like a question and answer in music. Often a leader performs the call and the group performs the answer • Play the response sections on tuned percussion using the correct beater hold. • • Echo sing a line independently with teacher leading, then move on to pair singing in echo format
Computing - Programming: Algorithms Unplugged	
1. To understand what an algorithm is An algorithm is a set of instructions Instructions sometimes needed to be carried out in a certain order 2. To follow instructions precisely to carry out an action 3. To be able to choose a command for a given purpose 4. To know that a series of commands can be joined together 5. To be able to predict the effect of changing a value To know that each sprite has its own instructions	