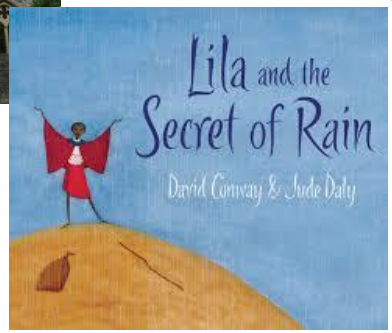
Learning Journey

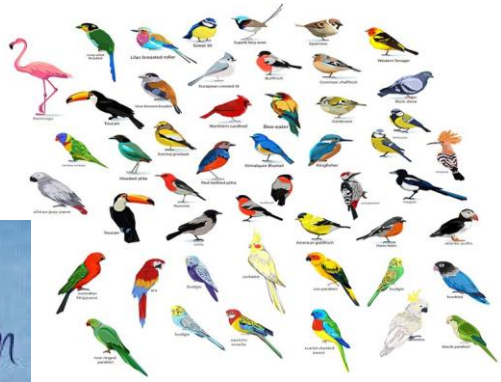
Year 1 – Summer 2

Areas of learning

In History, we will be learning about how transport has changed over time. We will learn about how planes, bicycles, trains and boats have changed and developed and we will compare vehicles from the past with present day vehicles. In English we will be exploring the wonderful story 'Lila and the Secret of Rain' writing our own narratives in a similar style to the author. In Science, we will continue to 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 why the Church is an important place for Christians and we will have the opportunity to visit a local Church. In Art we will be researching, designing and making sculptures inspired by birds from around the world. In Maths, we will be learning to tell the time to the nearest hour and half hour, we will be looking at the monetary values of coins and using them to support our counting in groups of 2, 5 and 10.







5Cs focus	
Care	We will learn to care for the plants in our environment.
Challenge	We will challenge ourselves to spell the words in summer spelling challenge.
Collaboration	We will work in teams to complete athletic challenges.
Courage	We will perform our compositions to an audience.
Creativity	We will design and make delicious fruit kebabs.

ENGLISH – Lila and the Secret of Rain and Poetry

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 sounds in Phases 2-5 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 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- To recognising and join in with predictable phrases.
- To identify and explain the sequence of events in the text
- To develop vocabulary by discussing word meanings, linking new meanings to those already known
- To demonstrate understanding of the text, drawing on prior knowledge, background information and vocabulary provided by the teacher to support understanding
- To draw inferences, such as inferring characters' feelings, thoughts and motives, on the basis of what is being said and done
- 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

- Spell plurals by adding _s or _es suffixes to unaltered root words.
- Spell past tense words by adding the _ed suffix to unaltered root words.
- Spell comparative words: add _er and _est suffixes to unaltered roots.

Writing

- To say out loud what they are going to write about.
- To compose a sentence orally before writing it.
- To use phonic knowledge to 'stretch, robot talk and count the sounds' to help us spell words.
- 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.
- Use descriptive language to describe settings

Grammar

- To punctuate sentences using a capital letter and a full stop.
- To join clauses using 'and'.
- Use the _ed suffix with no change to the root word to indicate the past tense
- Use the _er and _est suffixes with no change to the root word
- Use comparative language to describe settings and characters

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

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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Position and Direction

- Compare, describe and solve problems using height/length, mass/weight, capacity and volume.
- Measure and begin to record height/length, mass/weight, capacity and volume.
- Use Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Use the language of position, direction and motion, including left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.
- Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.

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Unitising and coin recognition

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

Time

- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

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<th>Science - What are the parts of the plant and how do they grow?</th>
<th>Computing - Digital Imagery</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

Key Skills: To suggest how findings could be recorded. To use observations to suggest answers to questions. To talk about what they have found out

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1. To understand and create a sequence of pictures
2. To know how to take clear photos
   To know that your position is important to take good pictures.
3. To know that you can edit, crop and filter photographs
4. To be able to search for and import images
   To know how to search safely for images online.
5. To be able to create a photo collage

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Art – Making Sculpture	History - How has transport changed over time?
Hoang Tien Quyet (1988 – present day) **Practical** - Paper can change from 2D to 3D by folding, rolling and scrunching it. **Theoretical** – Artists will choose different materials to suit what they want to make. ***Disciplinary –*** How can we describe and compare features of our own and others' artwork? 1. To be able to show interest in and describe what they think about the work of others 2. To know Paper can change from 2D to 3D by folding, rolling and scrunching it. (form) 3. To understand the properties of wire and how to shape it to express form 4. To know different marks can be used to represent the textures of objects – rubbing (texture) 5. To know different marks can be used to represent the textures of objects – mark making (texture) 6. To understand how to combine two or more materials 7. To be able to describe the texture and form of their sculpture	1.To be able to compare changes in at least two types of transport 2.To know three ways that different types of transport have changed over time (trains, bicycles, planes, boats): C&C- Understand the difference between types of transport in the past and the present. HS – make simple observations about different types of events - transport 3.To know that trains in the past used steam but trains today are electric HS - Recall some facts about people/events before living memory with regard to transport 4.To know that bicycles in the past did not have gears and now they do HI- Understand some of the ways we find out about transport from the past - books, photographs, pictures and artefacts 5.That know that planes in the past could not fly very far and now they can travel around the world HI- Understand some of the ways we find out about transport from the past - books, photographs, pictures and artefacts 6.To know that boats in the past had sails and used the wind to move but today they have engines HI- Understand some of the ways we find out about transport from the past - books, photographs, pictures and artefacts To explain how transport has changed generally Key Vocabulary: transport, vehicle, technology, steam train, penny farthing, biplane, electricity, gears, Wright Brothers.
PE – Swimming	**PE – Sending and Receiving**
• 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. I can develop my skills of co-operation I am good at supporting and encouraging others I can continue to build my confidence I can show my determination when I'm learning something new I am confident at challenging myself	• To defend space, using the ready position. • To play against an opponent and keep the score. • To develop control when handling a racket. • To develop racket and ball skills. • To develop sending a ball using a racket. • To develop hitting over a net. I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. -Work in a small group -Give and receive simple feedback within a group -Use basic rules (safely, fairly and honestly) -Make an effort to manage emotions (sportsmanship)

RE- What do we learn from visiting a church?	PSHE – Changing Me
• Be able to give reasons for the respect shown to certain symbols and artefacts • Develop personal responses to local places of worship • Develop an understanding about how and why such places should be treated with respect • A church is a special place for Christians • Many churches have a cross because it is a symbol of Christianity • A church font is a bowl that holds water for baptisms for babies and adults. Key Skills: I can identify the key symbols and artefacts in a religious building Key Vocabulary: respect, artefacts, symbols, worship, Crucifix, Altar, bible, lectern, pulpit.	• To begin to understand the life cycles of animals and humans Knowledge – I know that changes happen as I grow. • To say some things that have changed and stayed the same about myself (not just physical changes) • I know I am taller, stronger and look different from when I was a baby • I know males have a penis and testicles and females have a vulva and vagina. Males and females have an anus • To understand that every time I learn something new I change a little bit • To tell you about changes that have happened in my life Key Vocabulary: Life cycle, Baby, Adult, Growth, Change, learn, Proud, Worried, Happy, anxious, life cycle, adulthood, mature, male, female, vagina, vulva, penis, anus