

# YEAR 1

## Summer 1 2024 – Rainforests

### English

#### Reading

- Read words containing phase 5C phonemes from Anima Phonics and recap sounds from Phase 5.
- Recognition of alternative spellings for known phonemes within Phase 5C from Anima Phonics.
- Recognise phase 5C tricky words by sight from Anima Phonics.
- Listen to a range of fiction, non-fiction and poetry texts and take part in class discussions about the book.

#### Writing

- Write simple sentences using a capital letter, finger spaces, adjectives and a full stop.
- Spell words containing phase 5C phonemes from Anima Phonics.
- Form stick letters, mantis letter, curly caterpillar letters and zig zag letters correctly.

#### At home you could:

- Continue reading with your child on a regular basis.
- Practise all phonic sounds and actions from the new Anima scheme and phonics revision pack.
- Visit the library and look for some rainforest theme books – fiction or non-fiction.
- Read a chapter book of their choice to promote pleasure for reading.

### Maths

- Begin to count in patterns of 2s, 5s and 10s.
- Begin to look at coins and know their values.
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals.
- Given a number, identify one more and one less to 100
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words
- Recognise and name common 2-D and 3-D shapes.

#### At home you could:

- Find one more and one less of a number to 100.
- Continue to count objects together in 2s 5s, and 10s, spotting odd and even numbers.
- Practise counting forwards and backwards from 50.
- Help your child to recognise and name all of the teen numbers.
- Help your child to write and practise reading numbers e.g. one, two, three, four...
- Encourage your child to solve simple addition and subtraction problems mentally in their head to 20.
- Learn the number bonds to 10 – e.g. 1 and 9, 2 and 8, 3 and 7...
- Learn the number bonds to numbers within 10 such as 6 – e.g. 1 and 5, 2 and 4, 3 and 3 ...
- Spot 2D and 3D shapes within your home.
- Complete the Summer 1 Maths Rocket Challenge.

### Science

- Identify, name and locate plants around the school.

### Geography

- To identify and recognise the location of our school and the human and physical features within our environment.

<ul style="list-style-type: none"> <li>• To learn about habitats and animal adaptations to these.</li> <li>• Know the difference between evergreen and deciduous trees.</li> <li>• To label and describe parts of a plant and tree.</li> </ul> <p><b><u>At home you could:</u></b></p> <ul style="list-style-type: none"> <li>○ Read non-fiction books about habitats.</li> <li>○ Create a poster about plants.</li> <li>○ Discuss why animal adaptations are important for survival.</li> <li>○ Go to the library to research about habitats, animals and plants.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at school features from a bird's eye view perspective.</li> <li>• To answer our big question – is Hook a city?</li> </ul> <p><b><u>At home you could:</u></b></p> <ul style="list-style-type: none"> <li>○ Read non-fiction books about the UK.</li> <li>○ Create a poster about Hook.</li> <li>○ Go for a walk around Hook and talk about the environment.</li> <li>○ Go to the library to research about places that interest you around the world.</li> <li>○ Use Window Swap on google to look at windows shared by real people around the world.</li> </ul>
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Learn about the work of Henri Rousseau, describing the differences and similarities to other artists and making links to their own work.</li> <li>• To create a 3D collage rainforest shoebox, inspired by the work of Roy Lichtenstein.</li> <li>• To produce a clay leaf print bowl.</li> </ul> <p><b><u>At home you could:</u></b></p> <ul style="list-style-type: none"> <li>○ Design and create a 3D collage using different materials.</li> <li>○ Evaluate your creation and think about what you would change or do differently next time.</li> </ul>	<p><b>PSHE</b></p> <p>Health and well-being:</p> <ul style="list-style-type: none"> <li>• Discuss healthy foods and how we can keep ourselves safe.</li> <li>• To discuss people, equality and disabilities. We will recognise that everybody is different and celebrate our differences.</li> <li>• To identify the emotions and feelings around praise and compliments.</li> </ul> <p><b><u>At home you could:</u></b></p> <ul style="list-style-type: none"> <li>○ Discuss and talk about the meals you eat and why you choose them.</li> <li>○ Talk about how you are feeling and share some stories that link to emotions such as books written by Tom Percival: Ruby' Worry, Perfectly Norman, Tilda Tries Again, Meesha makes friends, Ravi's Roar, Milo's Monster, Finn's Little Fibs etc.</li> </ul>
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• We will be using the computers to practice coding style activities; 2code on Purple Mash.</li> <li>• Grouping and sorting activities with shapes on Purple Mash.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• To type using a space bar, backspace, delete, arrow keys and return.</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about</li> </ul>	<p><b>Music</b></p> <p>Following the Year 1 Charanga scheme of work for Music in Summer 1, the following objectives explored are:</p> <ul style="list-style-type: none"> <li>• perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>• learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use</li> </ul>

<p>content or contact on the internet or other online technologies.</p> <p><b><u>At home you could:</u></b></p> <ul style="list-style-type: none"> <li>○ Continue to recognise letters on a keyboard and navigate a mouse or touchpad.</li> <li>○ Log on to Purple Mash and explore their games and activities.</li> <li>○ Continue to discuss the importance of staying safe online.</li> </ul>	<p>technology appropriately and have the opportunity to progress to the next level of musical excellence</p> <ul style="list-style-type: none"> <li>● understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> <p><b><u>At home you could:</u></b></p> <ul style="list-style-type: none"> <li>● Listen to music and discuss what you like and don't like about it.</li> </ul>
<p><b>RE</b></p> <ul style="list-style-type: none"> <li>● Explore the concept 'Special People' in relation to their own experiences and linking this with the wider community.</li> </ul> <p><b><u>At home you could:</u></b></p> <ul style="list-style-type: none"> <li>● Talk to your children about different beliefs.</li> </ul>	<p><b>PE</b></p> <ul style="list-style-type: none"> <li>● To practise team building games in preparation for sports day with our GetSet4PE scheme.</li> <li>● To discuss and learn about basic fitness and goals.</li> </ul> <p><b><u>At home you could:</u></b></p> <ul style="list-style-type: none"> <li>○ Discuss with your children about the importance of exercise and what exercise they do each week.</li> <li>○ How to be a team player / teamwork tiger.</li> </ul>