

### Practice at home:

Creative curriculum homework grid, maths, phonics, daily reading.

### Key Vocabulary:

Cornwall, sources, Gyllyngvase Beach, decades, past, history, similarities differences, past times, reasons why.

### Relationships and Health Education:

Unit 2 – Living in the Wider World helps children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.



### Computing: As programmers, we will:

- Be introduced to data and information.
- Learn how labelling, grouping and searching are important aspects of data and information.

### RE: as theologians, we will know and understand:

#### Reconciliation – Inter-Relating: Being Sorry:

- We have choice – sometimes we choose well, and sometimes wrongly – **Explore**
- God helps us to choose well and to be sorry: God forgives us - **Reveal**
- Remembering, celebrating and responding to the experience of choice – sometimes we use it well; sometimes wrongly. God helps us to choose well and to be sorry when we make wrong choices, God forgives us. – **Respond**

#### Islam:

- Special stories and Muhammad. – **Look and discover**
- Story about Muhammad. – **Discover**
- Muhammad preached kindness and Muhammad is important for Muslim people. – **Discover and respect**

#### Universal Church – World: Neighbours:

- Neighbours all around – **Explore**
- Everyone is our neighbour and is loved by God. - **Reveal**
- Remembering, celebrating and responding to neighbours all around; everyone is a neighbour loved by God– **Respond**



### Artists:

No specific art curriculum this half term, however it will continue to be incorporated within different areas of the curriculum to assist and embed learning.

Year group: One

Term: Summer 2

Focus Subject: History

### DT: As designers, we will:

- Understand the Eatwell Plate, what the different types of foods are, and how much of each we should eat each day. .
- Learn how to use cooking equipment safely.
- Design and prepare a fruit smoothie.
- Design and prepare a savoury salad

### Maths: As mathematicians, we will:

- Continue to look at half and quarter. Finding half and a quarter of both shapes and quantities.
- describe position, direction and movement, including whole, half, quarter and three-quarter turns, using the terminology of left, right, forwards, backwards, in front, behind.
- describe position, direction and movement, including whole, half, quarter and three-quarter turns
- 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; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- 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
- represent and use number bonds and related subtraction facts within 20
- recognise the place value of each digit in a two-digit number (tens, ones)
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$
- measure and begin to record the following:
  - 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
  - time [for example, quicker, slower, earlier, later]
  - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes

Strands of Learning:

Position and direction, Numbers to 100, Time, Money.

### History: As historians, we will learn about:

- How Gyllyngvase Beach has changed over time.
- We will know what people use to wear, what it used to look like and what people used to do at the beach and compare it to how it is now.

Enable  
Support  
Prepare  
Nurture



### Cultural Capital/ Outdoor Learning/ Trips:

Glylyngvase Beach. Sports Day. We will be making the most of the good weather to complete learning outside.

**As Musicians, we will:** No Music this half term. We will continue to have our sing and praise assembly once a week and continue to wow Father Brian with our lovely singing at our whole school Masses.

### Science: As scientists, we will:

- Investigate whether materials are waterproof or absorbent.
- Design and build a wall.
- Test our wall to see if it can withstand strong winds.
- Understand what a mixture is.

### English: As readers and writers, we will:

- learn the story of Ruby's Worry, thinking about what our inner worries look like, and what to do if we have a worry.
- Discover time conjunctions: first, next, then, finally and use them with simple sentences to form a short narrative.
- Complete our Phonics Screening Check.
- Use the prefix -un in our writing.
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- spell: words containing each of the 40+ phonemes already taught, common exception words, the days of the week
- write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

### PE: As athletes, we will:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending

