

Year 1 Summer 2 Overview

LVC: Mrs Armitage LV: Reflective

	Week 1 WC 3 rd June	Week 2 WC 10 th June	Week 3 WC 17 th June	Week 4 WC 24 th June	Week 5 1 st July	Week 6 8 th July	Week 7 15 th July
Phonics	Summer 1 Review week	Phonics Screening Review week	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze
Maths	Multiplication and Division <i>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</i>	Counting and Place Value <i>To count, read and write numbers to 100 in numerals To order a set of familiar numbers and position them on a number line and 100 square. To know what each digit in a number represents (and partition a number into multiples of tens and ones)</i>	Counting and Place Value <i>To know what each digit in a number represents (and partition a number into multiples of tens and ones) To know what each digit in a number represents and partition a number into multiples of tens and ones To partition and combine tens and ones To sequence numbers from 0 –100 and explain reasoning</i>	Money <i>Recognise and know the value of different denominations of coins and notes.</i>	Addition and Subtraction <i>Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.</i>	Position and Direction <i>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</i>	Capacity and Volume <i>Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</i>
Science	Science – Materials <i>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</i>	Science – Materials <i>Describe the simple physical properties of a variety of everyday materials. Link with Water Safety – suitable materials for being in water/to use as floatation devices etc.</i>	Science – Materials <i>Compare and group together a variety of everyday materials on the basis of their simple physical properties. Link with Water Safety – suitable materials for being in water/to use as floatation devices etc.</i>			Using materials in DT	Using materials in DT
ICT	J2E – write <i>Using a text and graphics programme such</i>	J2E – paint <i>Using a text and graphics programme such as Textease (for</i>	J2E – turtle <i>Using a text and graphics programme such as Textease (for PC)</i>	J2E – pictogram <i>Using a text and graphics programme such as Textease (for PC)</i>	J2E – chart <i>Using a text and graphics programme such as Textease (for</i>	Typing.com – typing practice shift key <i>Using a text and graphics programme</i>	Kidz Type - https://www.kidztype.com/ <i>Using a text and</i>

	<i>as Textease (for PC) and J2E tools (for iPad), children will explore tools to create digital artwork. They will use the keyboard to write and customise basic sentences to make posters and books. They will use a device such as an iPad to record still and moving images.</i>	<i>PC) and J2E tools (for iPad), children will explore tools to create digital artwork. They will use the keyboard to write and customise basic sentences to make posters and books. They will use a device such as an iPad to record still and moving images.</i>	<i>and J2E tools (for iPad), children will explore tools to create digital artwork. They will use the keyboard to write and customise basic sentences to make posters and books. They will use a device such as an iPad to record still and moving images.</i>	<i>and J2E tools (for iPad), children will explore tools to create digital artwork. They will use the keyboard to write and customise basic sentences to make posters and books. They will use a device such as an iPad to record still and moving images.</i>	<i>PC) and J2E tools (for iPad), children will explore tools to create digital artwork. They will use the keyboard to write and customise basic sentences to make posters and books. They will use a device such as an iPad to record still and moving images.</i>	<i>such as Textease (for PC) and J2E tools (for iPad), children will explore tools to create digital artwork. They will use the keyboard to write and customise basic sentences to make posters and books. They will use a device such as an iPad to record still and moving images.</i>	<i>graphics programme such as Textease (for PC) and J2E tools (for iPad), children will explore tools to create digital artwork. They will use the keyboard to write and customise basic sentences to make posters and books. They will use a device such as an iPad to record still and moving images.</i>
Writing	<p>-Write a design justification for Mrs A's new skates! -Write a character description for Mrs A and Breakspear</p> <p>Purpose/genre: character description and explanatory writing. Key teaching: -sentence structure -capitals/full stops -use because -use adjectives -infer about a character</p>	<p>-Create a story map for Mrs Armitage on Wheels. Add description, WOW words, key words and time words. -Sentence focus – make the sentence better.</p> <p>Genre: fictional story telling (planning)</p> <p>Purpose/genre: fictional story telling (planning) Key teaching: -time words -key words to use -WOW words -oracy -re-telling a story -adding clauses together to add more information</p>	<p>-Re-telling Mrs Armitage on Wheels.</p> <p>Genre: fictional story telling.</p> <p>Purpose/genre: fictional story telling (re-tell) Key teaching: -sentence structure -capitals/full stops -re-tell (start, middle, end) -WOW words -using and to connect clauses -time words</p>	<p>-Create a collective wood and label the areas where Breakspear may have got lost! -Create a missing poster for Breakspear. -Write a speech bubble as though you were Breakspear lost in the wood! -Write directions for Mrs A to get Breakspear to the vets.</p> <p>Purpose/genre: fictional writing linked to drama. Key teaching: -labels -time words -directional language -speech bubbles</p>	<p>-Writing to Mrs A explaining the places she could visit in the UK. -Create a leaflet 'All About Norwich' for Mrs A to use on her trip!</p> <p>Genre: fictional writing linked to drama. Purpose/genre: fictional writing linked to drama. Key teaching: -sentence structure -capitals/full stops -sub-headings -title -pictures and captions -time words</p>	<p>-Designing a new car for Mrs A and writing a justification of features. -Explore the onomatopoeias in the story – can we write a poem about the journey of Mrs A's car using some of our own? Collective class poem.</p> <p>Genre: fictional writing linked to book spine. Purpose/genre: fictional writing linked to book spine. Key teaching: -features of a poem -onomatopoeia -use because to explain -sentence structure, following a pattern.</p>	<p>-Evaluating our car design. -Writing a letter to our new teacher!</p> <p>Genre: letter writing, writing an evaluation.</p> <p>Purpose/genre: writing to our new teacher (all about us!), evaluating DT project. Key teaching: -features of a letter -using and to connect clauses -using because to explain</p>

<p>Drama/Inquiry</p>	<p>Read Mrs Armitage on Wheels.</p> <p>Build up relationship with Breakspear.</p> <p>Collective drawing – redesign roller skates for Mrs A and add features to suit Breakspear.</p>	<p>Drama – freeze framing – how do they feel at this point? What are they thinking?</p> <p>Oracy focus – story telling.</p>	<p>Re-telling using our story map and actions.</p>	<p>Receive a phone call/letter from Mrs A – the dog has gone missing! He has escaped through a hole in the fence and is lost in the forest. Collective drawing of the woods. Human sculpture of the forest – children walk around and freeze frame/though track as they do so. Create a 3D sculpture of the forest. What can we do to help find Breakspear? Mrs A has called and Breakspear has been found! Breakspear has been found in the wood by a dog walker who saw one of our posters. He is injured, cold and hungry though and needs to go to the vets. Discuss how is he injured and what he did to hurt himself. The problem is, Mrs Armitage has never been to the vets before and doesn't know how to get there. Create a large class map of a city. Then talk through directions with geographical language from Mrs Armitage's house to the vets.</p>	<p>Mrs Armitage thanks us for helping her and for getting Breakspear safely to the vets. She is so happy she has decided that she wants to take Breakspear on a holiday and to take him on a road trip around the UK and visit all of the capital cities. Can we help Mrs A find some amazing places in the UK? Mrs A wants to visit lots of places as she has heard that there are nice things to see and do in Norwich. If someone was visiting Norwich, what could they see/do?</p>	<p>-Read Mrs A Queen of the Road. She needs a new car! Can we design one for her?</p>	
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Write simple dictated sentences from memory.

-Write simple factual sentences based around a theme.

-Labelled diagrams.

-Begin to punctuate using capital letter, full stop, question mark, exclamation mark.

-Join words/clauses using 'and'.

- Use common exception words taught so far.
- Sit correctly, use a comfortable/correct grip.
- Leave spaces between words.
- Join words/clauses using 'and', 'because to explain'
- Lower case letters go in right direction, correct start and end points.
- All capital letters accurately formed.
- Compose a sentence aloud.
- Write simple factual sentences based around a theme.
- Labelled diagrams.
- Write instructions.
- Compose a sentence aloud.
- Understand start, middle and end of stories.
- Use writing frames to plan work.
- Sequence to form short narratives.

- Re-read to check it makes sense.
- Use limited time adverbials – firstly, secondly, finally.

Geography					<p>Create a large class map of a town (drama) What is a town? Why would we use a map? Give directions using accurate directional language. <i>Name and Locate a local town and understand how some places are linked to other places e.g. roads, trains. Use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right) Make a simple map.</i></p>	<p>Explore UK capital cities and surrounding seas. <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></p>	
History					<p>Compare Norwich – 'then' and 'now' – use information gathered on the</p>		

					school trip! <i>Identify and compare two periods of time.</i>		
Art/D&T			50 Things Make and taste foods from other cultures. <i>Select from and use a range of materials, including construction materials, textiles and ingredients.</i> Make a simple dish following a recipe Work tidily Cut food safely Wash hands and make sure surfaces are clean.			Design and make a new vehicle for Mrs Armitage using wheels and axils. <i>Explore and use mechanisms (including wheels and axles) in their products.</i>	Design and make a new vehicle for Mrs Armitage using wheels and axils. <i>Explore and use mechanisms (including wheels and axles) in their products.</i>
PSHE & RE		Water Safety Week	Refugee Week	RSE Solution Lesson 5 <i>Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.</i>	Physical health and Mental wellbeing <i>Keeping healthy; food and exercise; hygiene routines; sun safety</i> PoS Refs: H1, H2, H3, H5, H8, H9, H10		50 Things Year 1 Beach Day Have a beach day at school! Water and sun safety.
Whole Class Reading	Mrs Armitage on wheels	Mrs Armitage on wheels	Leaflets	Leaflets	Mrs Armitage Queen of the Road	Mrs Armitage Queen of the Road	Transition Book
<p><i>-Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes.</i></p> <p><i>-Read accurately by blending taught GPC Read common suffixes (-s, -es, -ing, -ed, etc.)</i></p> <p><i>-Read multi-syllabic words containing taught GPCs.</i></p> <p><i>-Read contractions and understanding use of apostrophe.</i></p> <p><i>-Read aloud phonically-decodable texts.</i></p> <p><i>-Make simple inferences and begin to predict what might happen next based on what has been read so far.</i></p> <p><i>-Discuss the significance of the title.</i></p> <p><i>-Reading DOGS.</i></p>							
Word Aware Vocab	Athlete Companion	Material Suitable	Refugee Culture	Disease History	Participate Direction	Axels Adventure	Reflective Memories
Oracy Focus	<p>-To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p> <p>-To offer reasons for their opinions.</p> <p>-Listens to others and is willing to change their mind based on what they have heard.</p>						

	-To disagree with someone else's opinion politely. - Draw pupils' attention to the role that listening has in developing understanding. -Talk detectives – with adult support. -Introduce pupils to the role of the 'prober'						
PE	Sports Day practice	Sports Day practice	Sports Day practice	Sports Day practice	Sports Day	Team games	Team games
Other	Athlete Visit (6/6/24) Making decorations for Heigham Park Centenary.	Phonics Screening Check World Ocean Day (8/6/24) Bike Week Shavuot (11-13/6/24) Football Euros (14/6/24-14/7/24)	Water Safety Week Fathers Day (16/6/24) Eid (16-20/6/24) Refugee Week	School Trip	Sports Day School Fete Wimbledon starts	Transition	Transition
50 Things			Make and taste bread from another country!	Make and fly a kite!			Have a beach day at school!