










	<p>Deanery C.E. Primary School</p> <p>Programme of Work in Year 1 SUMMER TERM 2015</p>
<p>English</p> 	<p>The Primary Literacy framework consists of a 'literacy hour' which focuses on learning objectives for the teaching of reading and writing through: -</p> <ul style="list-style-type: none"> • Shared Text Work The whole class sharing a text, either reading or writing, with the teacher as a 'model'. • Focused Word or Sentence Work The whole class learning focused word or sentence work. <ul style="list-style-type: none"> • Independent or Guided Text Work Small groups working independently on a reading or writing activity. The teacher and classroom assistant each working with a group on a guided reading or writing activity on a rotational basis throughout the week. <p>A Plenary Reviewing, reflecting and consolidating the teaching points and presenting work covered in the lesson.</p>
<p>Mathematical Development</p> 	<p>The Primary mathematics framework Children count groups of objects with increasing accuracy. They count aloud, forwards and backwards, and order numbers, positioning them on a number line. They develop their sense of the size of numbers and use this to estimate a number of objects that can be checked by counting. Children read and record number sentences for addition and subtraction. They understand the vocabulary and use it when solving related problems. Children solve problems in the context of numbers, measures or money. They describe the problem or puzzle in their own words and use numbers, practical resources or diagrams to help them. Children begin to sustain their problem-solving activity and return to problems to develop their solutions further. Children solve practical problems that involve combining groups of 2, 5 or 10 and sharing objects into equal groups. They visualise and name common 2-D shapes and 3-D solids, recognising and creating simple patterns. They understand uniform measures for length, mass and capacity.</p> <p>In the Summer term, we focus on revisiting objectives from the Year 1 curriculum and deepening the children's understanding of different areas of maths.</p>
<p>Science</p> 	<p>Plants Identify and name a variety of common plants, including garden plants, wild plants, wild plants and trees and those classified as deciduous or evergreen Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <p>Everyday materials Compare materials on the basis of their simple physical properties.</p> <p>Seasonal changes Observe and talk about the weather and how the sun moves during the day Observe changes across the seasons</p>

	<p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Experiments</p> <p>During Summer 2 the children will perform exciting experiments using the knowledge gained throughout the year.</p>
<p>R.E.</p> 	<p><u>Summer 1 and 2</u></p> <p>Prayer and creation</p> <p>Children will learn about different types of prayer, the feelings related to praying and how people pray. In addition, through discussions children will explore different feelings and experiences.</p> <p>Within creation, children will understand how different faiths believe the World was created.</p>
<p>P.E.</p> 	<p><u>Summer 1</u></p> <p>Games – Children will understand the difference between an opponent and a team mate and develop rolling, hitting, running, jumping, catching and kicking skills through a variety of games. Children will also look at how to develop basic tactics and work within a team.</p> <p><u>Summer 2</u></p> <p>Athletics – Build up to Sports Day</p> <p>PE will take place on Tuesday and Wednesday afternoons.</p>
<p>Computing</p> 	<p>Children will understand the term algorithms and be able to identify these. They will also learn how to use technology to purposefully organise, store and retrieve digital content.</p>
<p>P.S.H.E.</p>  	<p><u>Summer 1</u></p> <p>DOT COM – Introducing characters involved within DOT COM scheme. Feeling unique, feeling loved, how we show our feelings, recognising our feelings and noticing different feelings.</p> <p>This is taught through circle time, hot seating, discussions, role play and writing activities.</p> <p>British values – Children will develop their self-esteem and self-confidence. They will be able to distinguish right from wrong (including the English law).</p>
<p>Music</p> 	<p><u>Summer 2</u></p> <p>Charango-Bossa Nova</p> <p>Children will develop musical skills related to improvisation and the playing of a variety of musical instruments.</p>
<p>Creative Curriculum</p>  	<p>Topic - Sutton Coldfield</p> <p>In History</p> <ul style="list-style-type: none"> Children will identify some of the different ways the past has been represented through looking at pictures and sources of Sutton Coldfield in the past <p>In Geography</p> <ul style="list-style-type: none"> Identify the key features of a location in order to determine the sort of place it is (e.g. city, town, village, coastal or rural area). Use aerial images to recognise landmarks and features of our local

	<p>area and comparing this to another area.</p> <ul style="list-style-type: none"> • Identify land use around the school • Children will learn and use vocabulary to communicate geographically, including physical features, human features, directions and symbols in a key related to the local area. <p>In Art</p> <ul style="list-style-type: none"> • Children will use clay to sculpt their own town emblem after researching the emblem of Sutton Coldfield, developing skills in cutting, moulding and carving. <p>In D and T</p> <ul style="list-style-type: none"> • Children will be cooking during Summer 1 and learning about cutting, peeling and grating ingredients hygienically and safely, as well as measuring out ingredients prior to cooking them. <p>British values- Children will develop an awareness and understanding of different beliefs and faiths within the local community using The Great Midlands Fun Run as a local charity event to discuss.</p> <p>Topic – The Environment</p> <ul style="list-style-type: none"> • Children will be asking and answering geographical questions including ‘what is this place like?’ and ‘what or who will I see in this place?’ • To use simple fieldwork and observation skills to study the geography of the school and the key human and physical features of its surrounding environment • Children will learn and use vocabulary to communicate geographically, including physical features, human features, directions and symbols in a key related to an ideal school environment. <p>In Art</p> <ul style="list-style-type: none"> • Children will explore ideas and collect visual information of the school environment in order to design a new one. Children will also develop their collaboration skills to weave material within the school grounds.
Homework	<p>Maths – Given out on Wednesday - to be handed in on Monday. Spellings – Issued on Wednesday and tested following week Reading - books changed: Monday, Wednesday, Friday Library visited and book changed on FRIDAY</p>