

What we are learning this half term in Year 1 Summer 2

<u>Subject</u>	<u>Content and unit outcomes</u>	<u>How you can support at home</u>
<u>English</u>	<ul style="list-style-type: none"> To write a riddle. To write a shape poem. To write letters in different tenses. 	<ul style="list-style-type: none"> Visit the library and read lots of poems together. Encourage your child to learn a poem from heart. Talk about events using past, present, and future tenses
<u>Maths</u>	<ul style="list-style-type: none"> <u>Position and direction</u> <u>Place value within 100</u> <u>Money</u> <u>Time</u> 	<ul style="list-style-type: none"> Count everyday objects (e.g., buttons, pasta, coins) into groups of ten and ones to help children understand tens and ones. Talk about daily routines and ask children to read clocks and identify times for activities such as breakfast, school, and bedtime.
<u>Phonics</u>	<ul style="list-style-type: none"> Revision for the Phonics Screening Check 	<ul style="list-style-type: none"> Read with your child each day and revisit the sounds they have learned. Encourage them to blend sounds to read words. Use simple games such as matching sounds to letters, finding words with the same starting sound, or playing "I Spy" using phonics sounds. Encourage your child to sound out both real and made-up words, helping them apply their phonics knowledge confidently.
<u>RE</u> Why should we care for others?	<ul style="list-style-type: none"> Describe some reasons why people choose to care for people other than it being their job. Identify why Muslim people might believe Zakat is important guidance for caring for others. Identify that Tzedakah is a way of caring for others. Explain how people use their skills to care for others while being inspired by their beliefs. 	<ul style="list-style-type: none"> Discuss everyday examples of people caring for others, such as family members, volunteers, neighbours, or charity workers, and why they choose to help. Read age-appropriate stories or watch videos about Christianity, Islam, Judaism, and Humanism, focusing on how beliefs inspire people to care for others. Encourage your child to help at home, support a community project, or take part in charitable activities, then reflect on how these actions help others and sometimes require effort without expecting rewards.
<u>PSHE</u> Transition to year 2	<ul style="list-style-type: none"> I can understand what change is and that it is part of life. I can explain some positive and challenges of change. 	<ul style="list-style-type: none"> Talk to your child about change and moving up to a new year group. Discuss worries and strategies on how to overcome them.
<u>Geography/</u> <u>History</u> What is the Weather Like in the U.K.?	<ul style="list-style-type: none"> Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons and the current season and describe some seasonal changes. 	<ul style="list-style-type: none"> Look at maps of the UK and help your child locate England, Scotland, Wales, and Northern Ireland. Practise using north, south, east, and west to describe where places are. Encourage your child to keep a simple weather diary, identify the current season, and discuss how the weather, plants, and daylight change throughout the year. On walks or journeys, talk about compass directions, identify which way is north using a compass or map app, and discuss suitable clothing and activities for the day's weather and season.

<p>Science Making connections: investigating science through stories</p>	<ul style="list-style-type: none"> • Describe animal features. • Recognise similarities and differences between animals in the same animal group. • Build an animal home with natural materials. • Explain the difference between carnivores, herbivores and omnivores. 	<ul style="list-style-type: none"> • Visit a park, farm, or zoo, or look at books and videos together. Encourage your child to describe animal features and spot similarities and differences between animals in the same group. • Collect natural materials such as sticks, leaves, and grass to build a model animal habitat, discussing why different animals need different homes. • Discuss what different animals eat and sort them into carnivores, herbivores, and omnivores. Link this to conversations about seasonal weather and how animals adapt throughout the year.
<p>Art / DT Painting and Mixed Media: Colour Splash!</p>	<ul style="list-style-type: none"> • Name and mix primary colours • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing. • Mix five different shades of a secondary colour. • Mix secondary colours with confidence to paint a plate. 	<ul style="list-style-type: none"> • Provide paints, food colouring, or coloured water and encourage your child to mix primary colours to create secondary colours and different shades. • Use everyday objects such as sponges, potatoes, leaves, or blocks for printing. Encourage your child to apply paint evenly and experiment with a range of colours and patterns. • Ask your child to describe the colours, patterns, and techniques they used in their artwork. This helps build confidence and encourages them to reflect on their creative choices.
<p>Music Musical symbols (under the sea)</p>	<ul style="list-style-type: none"> • Move at a speed that reflects the tempo of the audio. • Respond to dynamic changes without prompting. • Demonstrate a sound pattern correctly to a pulse. 	<ul style="list-style-type: none"> • Encourage your child to move like different characters or animals while listening to music. Talk about whether the music is fast, slow, loud, or quiet and how their movements can match it. • Sing songs together, clap simple rhythms, and explore high and low sounds using voices or household objects. Encourage your child to copy and create sound patterns to a steady beat. • When listening to songs, ask your child to identify changes in pitch, rhythm, tempo, and dynamics. Encourage them to follow simple musical symbols and explain what they hear and perform.
<p>PE Striking and fielding</p>	<ul style="list-style-type: none"> • Strike a ball with control using a bat, racket or hand. • Throw and catch accurately with increasing confidence. • Develop hand-eye coordination and timing. • Follow rules and take turns fairly. • Improve balance, agility and reaction speed through active play. 	<ul style="list-style-type: none"> • Practice throwing, catching, striking and aiming using soft balls, bats or rackets in the garden, park or at home. Start with easy challenges and gradually increase difficulty to build confidence, coordination and reaction speed.