

## Y1 Summer catch up (38 day half term)

Subject	Key Skills	Move to another year group?
<p style="text-align: center;"><b>English</b></p> <p><b>Summer 1:</b>  <i>The Tin Forest</i>                      Recap - adjectives                      Conjunctions                      Joining sentences to form a narrative                      Simple sentences                      Questions/statements</p> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>➤ Introduce new half term common exception words</li> <li>➤ Recap Phonic spelling rules</li> <li>➤ <b>prefix 'un'</b></li> <li>➤ <b>compound words</b></li> <li>➤ Introduce Summer 1 spelling rules which are recaps of phonic rules already looked at:                             <ul style="list-style-type: none"> <li>• <b>Words ending in /ee/ sound spelt /y/</b></li> <li>• <b>Vowel digraph /ow/ and /ou/</b></li> <li>• Vowel trigraph /air/ and /are/</li> </ul> </li> </ul> <p><i>The Owl who was afraid of the dark outcomes from Spl not covered:</i>                      Non-fiction: Information text on owls                      Fiction: Retell the story                          <u>Summer 2 text to stay the same</u></p> <p><b>Phonics:</b></p>	<p><b>Common Exception Words:</b>                      School, love, are, friend, go</p> <p><b>New Learning Spelling Rules:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Vowel trigraph /ear/</b></li> <li>➤ <b>/aw/ /au/</b></li> <li>➤ <b>/ph/ /wh/</b></li> <li>➤ <b>/s/ /es endings</b></li> <li>➤ <b>contractions</b></li> </ul> <p>➤ Vowel digraph /or/ and vowel trigraph /ore/</p> <p><b>Spelling rules to recap:</b>                      BEST GUESS PHONIC RULES</p> <p><b>Writing:</b></p> <p><b>Language:</b>                      Adjectives for effect                      Exc children - adverbs to add detail</p> <p><b>Punctuation:</b>                      Full stops and capital letters</p> <p><b>Structure</b>                      Conjunctions - exc children to start to think about 'but' and 'so'</p> <p><b>Embed:</b>                      CL</p>	<p><b>Potential Spellings:</b></p> <p>Phonic rules - best guess posters revised</p> <p><b>Phonics:</b>                      4 children - were working on Phase 3                      5 children on Phase 5a                      Rest of class mid-way through 5c.</p> <p><b>Reading:</b>  <i>8 children were reading at the expected band for the time of year - may not have moved with closure</i></p> <p><i>7 were below expected band when school shut.</i></p> <p><i>1:1 reads and 3x per week whole class reading to be put in place in Summer 2.</i></p>

<p>Signposted to Ruth Miskin Phonic lessons Phonicsplay games/resources sent home Phonic detective tasks and Best guesses to support rules.</p>	<p>Questions and exclamations. Use of and for purpose when writing independently</p> <p><b>Reading:</b> Understanding a question and answering independently when responding to comprehension style questions. Orally very good - more work needed on written forms</p> <p><b>Phonics:</b> Daily Phonics sessions (+ extra sessions for two groups who are not at 5c)</p>	
<p style="text-align: center;"><b>Maths</b></p> <p><b>Summer 1:</b>  <b>Wk1, Measure - Capacity</b>  Introduction of capacity  Measuring capacity  Comparing capacity</p> <p><b>Wk2, Fractions:</b>  Introduce halves and quarters  Practical activities / classroom secrets powerpoints to support</p> <p><b>Wk3, Revision/Recap:</b>  Revise Reception o'clock  Time - half past  Capacity activity  Mixed fractions questions  Name 2D shapes/properties and repeating patterns (VE day bunting)</p> <p><b>Wk4, Number:</b>  Recap and revision of counting in 2's and 5's  Recap of Place value of numbers to 50</p>	<p><b>Multiplication</b> - 6 lessons (4 days)</p> <p><b>Division</b> - 5 lessons (4 days)</p> <p><b>Time</b> - 5 lessons (3 days)</p> <p><b>Numbers to 100</b> - 9 lessons (7 days)</p> <p><b>Money :</b>  Coin recognition  Note recognition  Finding amounts  Comparing amounts</p> <p>Total time for new learning:  <b>18 days.</b></p> <p>Remaining 20 days - Revision of Summer 1 learning from home.</p> <p><b>Fractions:</b> (3 days)  <b>Position and Direction:</b> (2 days)</p>	<p>None</p> <p>Misconceptions spotted from online learning:</p> <ul style="list-style-type: none"> <li>• capacity and volume confusion</li> </ul>

<p>Counting to 100 - missing square grids children to be familiar with numbers to 100 and how to write them.</p> <p>Autumn 2 3D Shape revision: (4 days)</p>	<p>Money: (2 days)</p> <p>Further reasoning and problem solving using 4 operations revision (9 days)</p>	
<p style="text-align: center;"><u>Science</u></p> <p>Revision of Animals including humans:  Types of animals  Carnivores, herbivores, omnivores  Grouping animals  The 5 senses</p> <p>Materials and Animals including Humans came up twice on LTP as revision/application of knowledge units. Second animals unit moved to Summer 1 and Plants moved to Summer 2 as this is new learning.</p>	<p>Plants moved to summer 2:</p> <p><u>Objectives:</u>  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>May need Y1 revision of Animals including Humans - wasn't taught by me first time but by SG</p>
<p style="text-align: center;"><u>History</u></p> <p>Summer 1: Home Learning</p> <p>Holidays from the past (moved to summer 1 - Continents and Oceans in Summer 2)</p> <p>Wk1, what do you notice in the picture of a holiday from the past?</p> <p>Wk2, what is your favourite holiday memory?</p> <p>Wk3, which holidays are old and which are new and how do you know?</p> <p>Wk4, What do you know about the beach? What are the human and physical features?</p>	<p style="text-align: center;"><u>Geography</u></p> <p>Continents and Oceans moved to Summer 2 as key to some of Year 2's topics next year:</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify continents and oceans.</li> <li>• Ask and answer geographical questions.</li> <li>• Name and locate world continents and oceans.</li> <li>• Key physical features: ocean, weather, soil</li> <li>• Identify seasonal and daily weather patterns in the UK and locations of the equator and north/south poles.</li> </ul>	

<p>Wk5, what's the same/different about holidays now and then?</p>	<ul style="list-style-type: none"> <li>Use compass directions and locational language to describe and locate routes.</li> </ul>	
<p style="text-align: center;"><u>Art/DT</u></p> <p>Home learning Summer 1:</p> <p>Explore Van Gogh as an artist.</p> <p>Create Sunflower picture - set up a template for those who may not draw their own.</p>	<p>Potentially fit in Fruit Kebabs here</p> <p>Explore fruits and decide which ones we like and don't like</p> <p>Design, create and evaluate</p>	<p>Fruit Kebab - healthy snack.</p> <p>Hopefully in Summer 2 I will get this done - but with Geography needing a fair bit of attention this may need to move?</p>
<p style="text-align: center;"><u>Computing</u></p> <p>Home Learning:</p> <p>Algorithms - look at, follow and create algorithms</p>	<p>Coding</p> <p>Lego Builders - may feed into summer 1 dependent on tasks... children would need lego at home so trying to think of alternatives</p>	
<p style="text-align: center;"><u>PE</u></p> <p>Multi-skill sport sessions delivered remotely by HC.</p>	<p>Health and Fitness (Agility ball chasing and Static balance)</p> <p>Striking and Fielding</p>	
<p style="text-align: center;"><u>PSHE</u></p> <p>Summer 1, Home learning:</p> <p>Kindness promises</p> <p>Healthy eating - design a healthy snack- why is it healthy?</p>	<p>Life processes</p> <ul style="list-style-type: none"> <li>To recognise and name the main body parts of humans and animals (covered in Science)</li> <li>To know that humans and other animals can produce offspring</li> </ul> <p>The senses (covered through science)</p>	<p>Friendship - naturally delivered through general class PSHE day to day but no book work evidence.</p>

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