

**Maths**

- Place value within 100
- Add and subtract within 20
- Comparing measures, e.g. height, length, mass

**Computing**

E-Safety

Children will learn what coding is and use the 2 code program to create their own simple program.

**RE**

What can we learn from creation stories?

**RSHE**

Relationships—Children will understand that there are lots of different types of families. They will identify the foundations of friendship and the qualities we have personally that make us a good friend.

**PE**

Indoor: Gymnastics – Rock and Roll

Outdoor: Athletics - Challenges

**Geography**

Where do I live? Children will explore human & physical characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.

**Music**

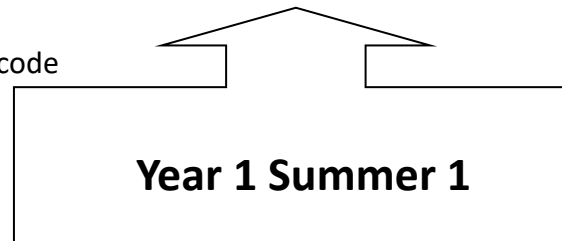
Children will learn how to identify high and low notes and to compose a simple tune. They will investigate tempo changes.

**Starting point**

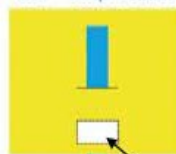
**Children help some lost toys become reunited with their owners.**

**Text**

**Toys in Space by Mini Grey**

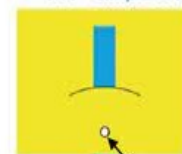


KS1 – Simple slider



Guide/bridge on back of picture

KS1 – Simple lever



Paper fastener pivot

**English**

Children will be learning to write their own fantasy story based on the story Toys in Space. Children will learn to:-

- join words and clauses using ‘and’
- punctuate sentences using a capital letter, a full stop, question mark or exclamation mark
- add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est
- Change the meaning of verbs and adjectives by adding the prefix –un

**Science**

Children will explore wild and garden plants in the local environment. They will identify and describe the basic parts of plants and observe how they change over time.

**DT**

Children will explore and evaluate a range of existing moving picture books. They will explore and use mechanisms (e.g. sliders, wheels, levers) in existing products. Using these evaluations they will design, create and evaluate their own moving picture.

**Metacognition** What is metacognitive talk?

## Ways in which you can support your child at home...

Below is a list of activities available on different websites. Your child can access Purple Mash through [www.wonde.co.uk](http://www.wonde.co.uk) and putting in the school and their emoji password.

These activities have been selected for your child to complete this half term, as they support learning in class. If you have difficulty accessing any of the sites, please contact your child's teacher.



<https://www.youtube.com/watch?v=5stk3l3JWh8>

### Purple Mash



- [https://www.purplemash.com/#app/games/2diy/Plants Labelling](https://www.purplemash.com/#app/games/2diy/Plants%20Labelling)
- <https://www.purplemash.com/#app/pap/ourselves/family>
- [https://www.purplemash.com/#tab/home/computing/2code lessons](https://www.purplemash.com/#tab/home/computing/2code%20lessons)

### Reading

In Year 1 we expect your child to **read at least six days a week for 15 minutes.**

Please sign your child's reading record every time you hear them read. You are also able to listen to some free stories at:

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

# Summer 1

This half term, the children are working towards achieving the target indicated below. The ultimate aim is for your child to be able to recall these facts **instantly**.

To add numbers within 10.

To count forwards and backwards in fives.

## Vocabulary

add altogether  
sum  
fives sequence

Hit the button

[Hit the Button - Quick fire maths practise for 6-11 year olds \(topmarks.co.uk\)](#)

Roll two dice and find the total.

Ask your child to explain how they know. For example if I roll a 3 and a 4, I might say 'I know double 3 is 6 and one more makes 7' I didn't need to count on my fingers.



## Counting in fives

Use 5p coins to practise counting in fives.



Count the steps as you go upstairs, count backwards as you come down. Develop this to counting in 5s as you go up/down each step. You could put copies of each number on each step!