Monday 16th April 2018

Dear Parents,

Welcome back after the Easter holiday. We are all ready for a bit of sunshine and are looking forward to the Summer term ahead.

Please find information enclosed, about the work that we will be covering this term. Our topic for the Summer term is **KEEPING HEALTHY.**  This will be an interesting topic full of creative learning opportunities in all the curriculum areas.

We would very much appreciate parental help with the following throughout the term:

\***Reading** with/to your child for 15 minutes every day/and or encouraging them to read independently if they are a fluent reader. Thank you for your contributions to the Reading Scrap books. These are checked by a member of staff daily so please feel free to use them as a home/school communication tool for any issues you may have or if you need to arrange an appointment to see a teacher.

\*Daily **spelling** practice of the weekly spellings. These will continue to be given out every **Monday** and will be collected in the following Monday.

Please help your child to use the following method at home:

LOOK at the word

SAY the word

COVER the word

WRITE the word keeping the spelling covered

CHECK against the spelling

The main focus of spelling is usually words that are used frequently in their writing. Although these words can seem easy when they practise them at home, it is common for children to forget how to spell them when their creativity is flowing as they write. It is beneficial therefore to keep returning to these words.

\*for information on practising maths at home please refer to the separate sheet.

Timetable reminders:

PE will take place on a Wednesday and Friday for Year 1 and just on a Wednesday for Year 2. The PE kit should include a white t shirt, dark blue/black shorts or tracksuit bottoms and PE shoes.

Please ensure your child has outdoor PE shoes as we will be outside for some of the lessons. On a Wednesday the children will be starting Tennis with Tom. SWIMMING for Year 2 is on Friday afternoon.

Playtimes:

Please make sure that your child wears suitable clothing and footwear for outdoor play (and many lessons)…we go out in most weathers…rain, hail, snow or shine!

Please do not hesitate to contact us if you have any questions.

Yours sincerely,

Cassie Reed, Ruth Houghton, Sarah Curtis, Amanda Cave and Helen Hunter

Class 1 Curriculum Information Summer Term 2018

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| **Maths** (see help at home sheet for further details)   * develop mental calculation strategies * problem solving * secure understanding of place value * time * fractions * comparing weights and capacities | C:\Users\useryear12\AppData\Local\Microsoft\Windows\INetCache\IE\NJ8KWO6H\HealthLifter_Apple[1].jpg  Keeping Healthy | **Art**  \*Sketching, observing and painting based on self portraits.  \*Study S.Lowry and the stories told in Lowry’s paintings  \*Paint figures in the style of Lowry.  \*Study portraits of Elizabeth I and Victoria by looking at the ‘symbols’ found. Identify their own symbols that they could use to represent their own values; design and make a throne that is decorated in visual symbols that would represent their values if they were king or queen. |
| **English**  \*writing influenced by traditional tales from other countries  \*Familiarising themselves with repetitive tales and retelling them in detail through talk.  \*Recounts relating to their own experiences.  \*Study a variety of poems from the following books which take the five senses as their inspiration | **RE**  \*Looking at features of Churches and their roles in Christian life.  \*be able to retell the stories of Jesus Ascension and Pentecost  \*recognise and suggest meanings for symbols connected to the Holy Spirit  \*look at other places of worship in other religions. |
| **Science/Design Technology**  \*Build understanding that exercise makes the heart work harder and that it is an essential part of a healthy lifestyle. Find out about healthy lunch box foods.  \*Label different parts of the body  \*Identify senses  \*Gather results about each other and put into simple tables such as pictograms.  \*Make a healthy salad  \*design and make shadow puppets to demonstrate the human and other animal forms | **Computing**  **Ourselves**  **Computer science** – collect vegetables in the vegetable patch by programming the wheelbarrow to make a healthy salad  **Information technology** – Camera and Video’s to record ourselves. PaintApp/2Simple Paint to draw ourselves doing our favourite things.SockPuppets app to make animations about keeping healthy/safe   * **Digital Learning** - variety of online esafety learning resources. Chn are taught to keep personal information safe. | **PSHE** - Aims to...  \*equip children with an understanding of different types of change, positive and negative, and common human responses to it  \*develop children's ability to understand and manage the feelings associated with change. |
| **History/Geography**  \*Learn about the Olympics and Paralympics; Learn about the athletes Jesse Owens and Ellie Simmonds.  Investigate healthy nutrition, past and present  \*Develop historical knowledge and understanding of the lives and significance of Christopher Columbus and Neil Armstrong. Discover navigation techniques and learn about the materials used by Columbus and Armstrong. | **PE**  **Tennis**  **Games** - ball skills, tackling/defending, understanding rules  **Athletics** - running, jumping, throwing, awareness and development of body actions | **Music**  **Rain Rain Go Away** - This unit develops children's ability to explore timbre and dynamics.  **Feel the Pulse** - This unit develops children's ability to recognise the difference between pulse and rhythm and to perform with a sense of beat. |

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| **Week** | **Mrs Houghton** | **Mrs Reed** |
| 1 | Find 1 more, 1 less, 10 more, 10 less than any 2-digit number; explore patterns on the 100-square | Familiarise with o’clock on an analogue and digital clock. Identify what happens at different times of the day. Understanding morning/afternoon. |
| 2 | Understand place value in 2-digit numbers and identify 10s and 1s. Use number facts to add and subtract 1-digit numbers to/from 2-digit numbers. | Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units. |
| 3 | Add pairs of 1-digit numbers with totals above 10; sort out additions into those you ʻjust knowʼ and those you need to work out | Complete tables and block graphs, recording results and information; make and use a measuring vessel for capacity |
| 4 | Add three small numbers, spotting pairs to 10 and doubles | Find half of all numbers to 10 and then to 20; identify even numbers and begin to learn halves; |
| 5 | Add and subtract 10 to and from 2-digit numbers. Locate 2-digit numbers on a beaded line and 100-square | Recognise halves and quarters of shapes and begin to know 2/2=1, 4/4=1 and 2/4=1/2; recognise, name and know value of coins 1p–£2 and £5 and £10 notes |
| 6 | Compare and order 2-digit numbers up to 100 and say a number between two numbers. Identify 10s and 1s in 2-digit numbers and solve place-value additions | Solve repeated addition problems using coins; make equivalent amounts using coins |
| 7 | Use number facts to add and subtract 1-digit numbers to and from 2-digit numbers | Recognise odd and even numbers; count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets; find doubles to double 10 and related halves; halve odd numbers up to 10 |
| 8 | Find change from 10p and from 20p. | Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks |
| 9 | Locate 2-digit numbers on a bead string and a 1-100 square; order numbers to 100; | Revise months of the year; read, interpret and create a pictogram |
| 10 | Identify 10s and 1s in 2-digit numbers; say or write 1 more and 1 less and 10 more and 10 less than any number to 100 | Begin to recognise and read block graphs; measure lengths using non-standard, uniform units |
| 11 | Explore patterns in 10s, 5s and 2s on a 9×9 grid; count in tens from any given number | Recognise and name simple 2D shapes and continue repeating patterns |

**Summer Term- Maths to be practised at home and weekly objectives being covered.**

**YEAR 1**

**Summer Term- Maths to be practised at home and weekly objectives being covered.YEAR 2**

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| **Week beginning** | **Mrs Houghton** | **Mrs Reed** |
| 1 | Locate, order and compare 2-digit numbers on 0-100 landmarked lines and on the 1-100 square; use < and > signs | To use tools such as stop watches and sand timers to measure 1 minute. To investigate time related problems. |
| 2 | Locate numbers on an empty 0-100 line; introduce numbers 101 to 200 and count in 100s to 1000 | Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units |
| 3 | Add 2-digit numbers by counting on in 10s and 1s; subtract 2-digit numbers by counting back in 10s and 1s | Weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100ml |
| 4 | Use doubles and number bonds to add three 1-digit numbers; use number facts to 10 and 20 in number stories | Double multiples of 10 and 5 (answers less than 100); double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100) |
| 5 | Find complements to multiples of 10; understand subtraction as difference and find this by counting up; find small differences either side of a multiple of 10 | Find a quarter of numbers up to 40 by halving twice; begin to find 3/4 of numbers; find 1/2 1/4 and 1/3 of amounts (sharing) |
| 6 | Add and subtract 1-digit numbers to and from 2-digit numbers; subtract 2-digit numbers by counting back in tens and ones; add two 2-digit numbers by counting in 10s, then adding 1s | Spot patterns and make predictions when finding a third of numbers. Count in 3s, recognising numbers in the 3 times-table; write multiplications to go with arrays and use arrays to solve multiplication problems |
| 7 | Add 2-digit numbers using 10p and 1p coins (partitioning, answers less than 100); add 2-digit numbers using place-value cards (partitioning, answers more than 100) | Understand that multiplication is commutative and that division and multiplication are inverse operations; solve divisions as multiplications with a missing number. |
| 8 | Count back in 10s and 1s to solve subtraction (not crossing 10s) and check subtraction using addition, beginning to understand that addition undoes subtraction and vice versa | count in 2s, 3s, 5s and 10s to solve divisions and solve division problems in contexts |
| 9 | Add three or more small numbers using number facts; record amounts of money using £·p notation including amounts with no 10s or 1s; find more than one way to solve a money problem | Measure and estimate lengths in centimetres |
| 10 | Partition to add two 2-digit numbers; find the difference between two 2-digit numbers; multiply two numbers using counting in steps of 2, 3, 5 and 10; solve division problems by counting in steps of 2, 3, 5 and 10 | Tell the time involving multiples of 5 minutes past the hour and 5 minutes to the hour |
| 11 | Compare two 2-digit numbers and find bonds to 100 using thermometers; revise place value in 2-digit numbers, numbers between 100 and 200, and 3-digit numbers (including zeros in the 10s and 1s places) | Tell time to 5 minutes; begin to say the time 10 minutes later |