

English	Areas of Learning	Mathematics
<ul style="list-style-type: none"> <li>• To write a diary entry from the point of view as Florence Nightingale, using developed vocabulary and describing the horrors of the Crimean war.</li> <li>• To compare and contrast Florence Nightingale with Mary Seacole as famous Nurses in the Crimean war.</li> <li>• To write a persuasive letter to Six Dinner Sid asking him to visit your house for tea.</li> <li>• Begins to punctuate sentences with a question mark.</li> <li>• Spell words containing the 44 phonemes already taught.</li> <li>• Use Prefix 'Un' and Suffixes using 'er' 'est' where no change is needed in the spelling of root words.</li> <li>• Write a simple sentence with straight forward subject verb agreement.</li> <li>• To join clauses using 'and' and 'because'</li> <li>• Discuss what they have written with the teacher and pupils.</li> <li>• Spell common exception words that they have been taught accurately.</li> <li>• Write a simple sentence with a noun and proper noun.</li> </ul>	<div data-bbox="824 193 1070 520" data-label="Image"> </div> <div data-bbox="1115 193 1339 512" data-label="Image"> </div> <p data-bbox="846 536 1339 576"><i>Heroes and Heroines</i></p> <p data-bbox="947 632 1238 655">Summer Term 2 Year 1</p> <div data-bbox="1043 695 1149 783" data-label="Image"> </div> <p data-bbox="842 823 1346 919">Special Y1 dressing up day as a hero or a heroine 19<sup>th</sup> June 2017</p>	<ul style="list-style-type: none"> <li>• To solve contextual addition and subtraction problems within 30, using "+", "-", "=" symbols .</li> <li>• Apply knowledge of number bonds to 10 and 20.</li> <li>• Use a number line to support addition and subtraction -counting on for addition and counting back for subtraction.</li> <li>• Begin to add/subtract using jumps of ten and one using a structured number for support.</li> <li>• Understand the relationship between addition and subtraction, knowing that, for example, if <math>7 + 3 = 10</math>, then <math>3 + 7 = 10</math>, <math>10 - 7 = 3</math> and <math>10 - 3 = 7</math>.</li> <li>• To count in multiples of twos, fives and tens.</li> <li>• Solve one step problems involving multiplication and division by calculating the answer using concrete object and pictorial representations</li> <li>• Recognise and find halves and quarters of shapes, objects and quantities.</li> <li>• To tell the time and write it correctly on a clock including, half past and o'clock.</li> </ul>
<b>Spiritual, Moral and Cultural Development</b>		<b>Personal, Social, Health and Emotional Learning</b>
<ul style="list-style-type: none"> <li>• To identify and talk about the concept of preciousness</li> <li>• To describe how Christians use water in the baptism ritual.</li> <li>• To describe in simple terms the value of these rituals to Christians and the significance of water.</li> <li>• To describe in simple terms why water is important to them.</li> </ul>		<ul style="list-style-type: none"> <li>• To recognise what they like/dislike, what is fair/unfair, and what is right and wrong.</li> <li>• Review their progress and recognise personal achievement, strengths and weaknesses.</li> <li>• To think about themselves, learn from their experiences and recognise what they are good at.</li> <li>• Know some of the things that can cause different emotions.</li> <li>• To recognise, name and deal with their feelings in a positive way.</li> </ul>

Science and Environment	History	
<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>• To observe closely, using simple equipment.</li> <li>• To perform simple tests, gather and record data to help in answering questions on materials.</li> <li>• To be able to conclude from experiments and give reasons about materials that can float and sink.</li> </ul>	<ul style="list-style-type: none"> <li>• To find out who Florence Nightingale was and when she lived.</li> <li>• To understand why she became a famous Nurse.</li> <li>• To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there.</li> <li>• To find out how Florence Nightingale improved the conditions at the Scutari hospital.</li> <li>• To find out about Florence Nightingale's later life and what happened after she died.</li> <li>• To identify similarities and differences between medical care now and medical care in Victorian times.</li> <li>• To be able to order and summarise events in the life of Florence Nightingale and be able to order it on a timeline.</li> </ul>	
Computing	Art	Physical Development: Games
<ul style="list-style-type: none"> <li>• To be able to collect data using a tally chart.</li> <li>• To be able to create a pictogram using 2 count.</li> <li>• To be able to use a pictogram to ask a simple question.</li> <li>• To talk about what they are doing with ICT.</li> <li>• Describe their work and how they have used ICT.</li> <li>• To use appropriate ICT vocabulary.</li> <li>• To use the cursor (arrow) keys for simple on screen editing.</li> <li>• To begin to annotate their work samples using prompts.</li> </ul>	<ul style="list-style-type: none"> <li>• To use skills to build up a picture.</li> <li>• Discuss and observe famous paintings, express likes and dislikes.</li> <li>• Use the internet to view galleries and find out about artists.</li> <li>• Discuss and observe famous paintings, express likes and dislikes.</li> <li>• To colour mix paints using primary colours.</li> <li>• To record from first-hand observation and explore ideas for a design.</li> <li>• To represent observations and ideas, and design and make a paper collage.</li> <li>• To discuss patterns in nature and the environment</li> <li>• To learn about differences and similarities in the work of designers</li> </ul>	<ul style="list-style-type: none"> <li>• To learn how to respond to teacher's instructions, changing pace and direction with control.</li> <li>• To begin to carry apparatus when moving and co-operate with others.</li> <li>• To travel while holding equipment and learn to pass a ball without dropping it.</li> <li>• To vary speed, change direction and dodge their partner when playing simple games.</li> <li>• To learn how to bounce and catch a ball with some accuracy and use this skill within a team game.</li> <li>• To use the skills of running and throwing accurately to play a team game.</li> <li>• To develop ways they can control a ball by learning to tap a ball along the ground as well as practising skills already learnt.</li> </ul>

