

Summer 1	Week 1 and 2		Week 3 and 4	Week 5
Reading / Phonics	LW- Year 1 Summer 1 Week 4	LW- Year 1 Summer 1 Week 5	LW- Year 1 Summer 1 Week 6 Little Wandle Phonic Check Prep	LW - Yr 1 Summer 1 Revise - Assessments/Interventions
Writing	<p>Week 1-2</p> <p>Text: 'Disgusting Sandwich' By Gareth Edwards</p> <hr/> <p style="text-align: center;">Summer</p> <p>Transcription: Handwriting – shape, space, size and sitting Apply known phonics and known common exception words Spell words with taught suffixes (eg <i>-ing, -er, -est</i>)</p> <hr/> <p>Sentence structure: Compound sentence – joining clauses using 'and' Punctuate sentences with CL, FS and ?</p> <hr/> <p>Grammar: Adding the prefix – <i>un</i> to verbs and adjectives</p> <hr/> <p>Composition: Simple noun phrases for detail Sequence sentences to form short narratives Read work back to check for transcription errors and meaning – who, does what, where / when</p>		<p>Week 3-4</p> <p>Text: 'Disgusting Sandwich' By Gareth Edwards</p> <hr/> <p style="text-align: center;">Summer</p> <p>Transcription: Handwriting – shape, space, size and sitting Apply known phonics and known common exception words Spell words with taught suffixes (eg <i>-ing, -er, -est</i>)</p> <hr/> <p>Sentence structure: Compound sentence – joining clauses using 'and' Punctuate sentences with CL, FS and ?</p> <hr/> <p>Grammar: Adding the prefix – <i>un</i> to verbs and adjectives</p> <hr/> <p>Composition: Simple noun phrases for detail Sequence sentences to form short narratives Read work back to check for transcription errors and meaning – who, does what, where / when</p>	<p>Week 5</p> <p>Text: 'The Flower' By John Light</p> <hr/> <p style="text-align: center;">Summer</p> <p>Transcription: Handwriting – shape, space, size and sitting Apply known phonics and known common exception words Spell words with taught suffixes (eg <i>-ing, -er, -est</i>)</p> <hr/> <p>Sentence structure: Compound sentence – joining clauses using 'and' Punctuate sentences with CL, FS and ?</p> <hr/> <p>Grammar: Adding the prefix – <i>un</i> to verbs and adjectives</p> <hr/> <p>Composition: Simple noun phrases for detail Sequence sentences to form short narratives Read work back to check for transcription errors and meaning – who, does what, where / when</p>
<p>- Spell words containing phonemes already taught.</p> <p>- Select basic ideas and content linked to the purpose of a task. Simple word choices</p> <p>- Form letters the correct way around.</p>				

	<p>- Begin to write simple sentences. - Begin to use simple noun phrases.</p>				
<p>Maths Count to / across 100 forwards and backwards from any number. One more one less. Count in 2s 5s and 10s</p>	<p>Addition and Subtraction I can identify one more and one less I can identify 10 more and 10 less I can solve word problems finding 1 more/less and 10 more/less</p>	<p>Number Bonds Find number bonds to 10/20 Solve Problems using number bonds</p>	<p>Addition and Subtraction through money I can recognise and know the value of different coins. I can identify one more and one less (retrieval). I can count in tens (counting sessions). I can count in coins. I can count in amounts. I can compare amounts. I can use number bonds to solve money problems. I can represent 'teens' numbers using coins.</p>		
<p>Science Plants</p>	<p>LO: To explain why plants need roots</p>	<p>LO: To explain why plants need shoots and leaves</p>	<p>LO: To conduct an investigation</p>	<p>LO: To write a conclusion</p>	<p>LO: To identify the structure of plants.</p>
<p>No Outsiders Jigsaw Online Safety</p>	<p>My World, Your World LO: To know that I share the world with lots of people.</p>	<p>LO: I can identify the members of my family and understand that there are lots of different types of families.</p>	<p>LO: I can identify what being a good friend means to me. LO: I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p>	<p>LO: I know who can help me in my school community</p>	<p>LO: I can tell you why I appreciate someone who is special to me</p>
<p>Art Nikki McWilliams</p>	<p>Hook: Clay biscuits Artist Study: Explore the work of an artist 'Nikki McWilliams 3D artist</p>	<p>Skills Observational drawing: LO: I can use light and dark lines to draw what I can see. LO: I can collect ideas for shape and pattern.</p>	<p>Pattern making LO: I can use different tools to create pattern in clay. LO: I can roll a clay tile.</p>	<p>Biscuit making: LO: I can apply my pattern making skills to make a biscuit.</p>	<p>Evaluation: LO: I can evaluate my clay biscuit</p>
<p>PE Inside (Ball skills & feet)</p>	<p>LO: To develop moving the ball with your feet.</p>	<p>LO: To use dribbling in games.</p>	<p>LO: To dribble the ball in different directions.</p>	<p>LO: To accurately pass the ball using your feet.</p>	<p>LO: To play in a team game using passing skills.</p>

Geography	LO: Where in the World is Madagascar? LO: What can I see in Madagascar? Physical Features	LO: What can I see in Madagascar? Human Features	LO: Field Trip: Risk Assessment needed LO: What can I see in my Local Area? (The Hard)	LO: LO: I can create a map of my local area Through CP	LO: How is Madagascar different to our local area?
Computing	LO: to explore a new device (BeeBots)	LO: to create a demonstration video	LO: to plan and follow a precise set of instructions	LO: to program a device	LO: to create a programme that tells a story
Musical Vocabulary vocal and body sounds	Fairy tales: LO: To explore and change dynamics using the voice	LO: To experiment creating different sounds using an instrument.	LO: To read simple rhythmic patterns	LO: To play sound patterns in time to a pulse	LO: To perform in a group
RE Concept: Community Sikhi Sewa	LO: <i>To identify when we have had help in our communities</i>	LO: <i>To identify when we give to our community</i>	LO: <i>To understand why people give to others in their communities</i>	LO: <i>Understand why Sewa is important in the Sikhi faith</i>	LO: <i>To identify how can we show generosity in our own community</i>