



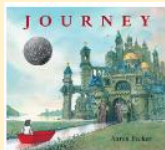
# Curriculum News - Summer 1 - Year 1/2



## ENGLISH

### Portal Story

Continue to explore the text 'Journey' by Aaron Becker and write a portal story.



### Instruction Writing

- \* Explore the text 'The Disgusting Sandwich' and identify the ingredients included in the sandwich.
- \* Create own 'disgusting sandwich for an animal of choice.
- \* Use interesting expanded noun phrases to describe the ingredients in the sandwich.
- \* Understand the features of instruction writing.
- \* Use imperative verbs and time conjunctions when writing instructions.
- \* Write a set of instructions to create own disgusting sandwich.



### Non - Chronological Report

- \* Explore the text 'Big Bear, Little Brother' and discuss topic vocabulary linked to the Arctic.
- \* Create a non-chronological report all about an Arctic animal.
- \* Write sentences using conjunctions.



Key skills:

#### Year 1:

- Sequence sentences to form short narratives
- Use simple noun phrases for detail
- Read work back to check for transcription errors and meaning – who, does what, where / when?
- Apply known phonics and known common exception words
- Spell words with taught suffixes (eg -ing, -er, -est)
- Adding the prefix – un to verbs and adjectives

#### Year 2:

- Use apostrophe for singular possession and apostrophe for omission (contracted forms)
- Use expanded noun phrases
- Use suffixes to spell longer words
- Correctly spell Year 2 common exception words
- Use progressive verbs (past and present) to mark actions in progress e.g am / is / are + verb(-ing) / was / were + verb(-ing)
- Secure coordination (and, but, so) and subordination (because, when, if)
- Use a command
- Proofread to check for errors – spelling, grammar and punctuation

## MATHS



### Year 1: The children will be learning about:

#### Multiplication and division

- Count in 2s, 5s and 10s
- Recognise equal groups
- Add equal groups
- Make arrays
- Doubles
- Make equal groups: grouping and sharing

#### Fractions

- Recognise half and quarter of an object or shape
- Find half and quarter of an object or shape
- Find half and quarter of a quantity

#### Place value within 100

- Partition into tens and ones
- Number line to 100 (one more/one less)
- Compare numbers

Videos relating to each step in your child's maths learning will be posted on Google Classroom. You could watch these with your child either before or after the lesson to help secure their understanding and confidence in these number knowledge and skills.

### Year 2: The children will be learning about:

#### Fractions

- Three-quarters of shapes and quantities
- Count in fractions up to a whole

#### Time

- Tell the time to: o'clock, half past, quarter past, quarter to, 5 minutes
- Minutes in an hour / hours in a day

#### Statistics

- Tally charts, tables, block graphs, pictograms

#### Position and direction

- Describe movement and turns
- Shape patterns with turns

# Phonics Y1 - phase 5



Year 1 will be continuing their Little Wandle phonics learning journey. Each day the children in year 1 take part in a phonics lesson.

## Year 1 Summer 2

	Phase 5 graphemes
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /l/ ge large
Week 3	/sh/ ti ssi si ci potion mission mansion delicious
Week 4	/or/ augh our oar ore daughter pour oar more review
Week 5	review

### New tricky words

busy beautiful pretty  
hour

move improve parents  
shoe

# Y2 - Little Wandle Spelling



The children will continue to learn spelling rules through the Year 2 Little Wandle spelling units, which cover the year 2 spelling requirements.

Spellings will be sent home on a Friday and the children will be tested on them the following Friday.

## Year 2 Spelling Units

Why do some words end -le, -al, -il or -el?	Review	to/too/two
<b>Coverage</b>	<b>Prickly spellings</b>	<b>Homophones</b>
Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
How can I spell the sound /zh/?	busy pretty	be/bee
What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	blue/blew

## OUR BEAULIEU CURRICULUM...

### HISTORY - Castles

The children will learn:

- \*some of the features of a castle are the keep, bailey, drawbridge, moat.
- \*that castles started as hill forts, were then built in wood then in stone.
- \*that castles aren't built any more because of changes in how we live and changes in the way in which battles are fought/ weapons.

### DT - Glove Puppet

The children will:

- \*understand how simple 3-D textile products are made, using a template to create two identical shapes.
- \*understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.
- \*explore different finishing techniques.
- \*know and use technical vocabulary relevant to the project.

### Jigsaw - Changing Me



The children will fit together six pieces of a puzzle in their learning about 'Changing me'.

1. Life Cycles
2. Changing Me
3. My Changing Body
4. *Science curriculum - naming simple body parts*
5. Learning and Growing
6. Coping with Changes

## SCIENCE



### Year 1:

#### **Growing Up**

**Step 3** Life cycles of different mammals

**Step 4** Life cycle of amphibians

**Step 5** Life cycle of a butterfly

**Step 6** Are there patterns between the life cycles of different animals?

### Year 2:

#### **Materials**

**Step 4** Melt and freeze

**Step 6** Does it absorb water?

**Step 7** Investigate materials

## COMPUTERS

### **Objectives:**

#### **Creating and following instructions**

- To understand that an algorithm is a set of instructions.
- To follow and create simple instructions on a device.
- To sequence algorithms that require a correct order.

#### **Technology around us**

- To know what the word technology means.
- To know what technology is used in school.
- To consider the purposes of technology used in the wider world.
- To understand the safe use of technology devices.

#### **Presenting ideas**

- To understand that ideas can be organised and presented using a concept map.
- To add information to a concept map.
- To organise ideas clearly in a concept map.
- To use a concept map to present ideas to others.

## RE - Special Places – Special

Children will learn to:

- Step 1** express creatively a response to special places.
- Step 2** recognise how ideas about special places relate to their own lives and those of others.
- Step 3** simply describe the concept of *specialness* in relation to special places.
- Step 4** simply describe how the Mandir is a special place for Hindus.
- Step 5** talk in simple terms about the importance of the Mandir as a special place for Hindus.

## MUSIC - Contrasting Dynamics (Theme: Space)



Children will learn that:

- sections of music can be described as fast or slow and the meaning of these terms.
- sections of music can be described as loud, quiet or silent and the meaning of these terms.
- in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.
- pictorial representations of rhythm show sounds and rests.

**PE:** PE will be on Tuesdays and Fridays.

**Sports day practice.**

**Maypole dancing**

## Optional Additional Home Learning

### Purple Mash

This supports our computing curriculum. Children have a log in if they would like to use the programs on this website.

- 2Dos set from their weekly lessons are also available to complete or to have additional goes with.

### Maths

-App - 1 minute Maths White Rose  
- Whiterose supporting video posted on Google Classroom  
-Numbots



## Dates for your diary.

- Sports afternoon: Wednesday 3rd June (all children to wear PE kit please)
- Celebration Assembly with Year 2 home achievements: Thursday 4th June
- **Year 1 Phonics screening week:** Monday 8th – Friday 12th June
- Celebration Assembly with Year 1 home achievements: Thursday 11th June
- Sharing of learning 3.00 - 3.30pm: Wednesday 1st July



# Home Learning - Reading



## Y1

### Reading Squad Book

- This book will come home once a week in a plastic folder with a parent comment sheet.
- Just like last year, we have shared the book three times in school.
- The children have practised: decoding (*sounding out*), prosody (*using expression*) and comprehension (*answering questions*).
- Please celebrate your child's attempts at reading and record this on the Reading Record sheet.

Tricky words - please try to read these and talk about the 'tricky parts' of the word.

Sound cards - your child will bring home some new sounds to learn.

### Sharing Book - from the library

Please read this to your child - enjoy and share together.

'Colour Band' book - Some children will also bring home another reading book. This will be their 'colour banded' book which is aligned to their phonics and reading ability. The children can change this book in school whenever they need/want to.

## Y2 - Our aim would be for your child to read to you at least three times a week

### Reading Squad Book

- This book will come home once a week in a plastic folder.
- Just like last year, we have shared the book three times in school.
- The children have practised: decoding (*sounding out*), prosody (*using expression*) and comprehension (*answering questions*).
- Please celebrate your child's attempts at reading and record this in their Reading Log.

### Reading Fluency Book

Some children will now be reading a Little Wandle Fluency Book, instead of a Reading Squad book. This book, typically has six chapters and so will be sent home every two weeks in their plastic folder. Your child will have read this book six times in school and will have practised: decoding (*sounding out*), prosody (*using expression*) and comprehension (*answering questions*). Please celebrate your child's attempts at reading and record this in their Reading Log.

'Colour Band' book - The children will also bring home their 'colour banded' book which is aligned to their phonics and reading ability. The children can change this book in school whenever they need/want to. Please keep this in their plastic reading folder alongside their reading log.

### Sharing Book - from the library

Please read this to your child - enjoy and share together.

Reading Logs - In year 2, the children will bring home a Reading Log in their plastic folder. Please make a note of any reading that you see or hear your child doing at home and sign it. We will collect these Reading Logs in frequently and celebrate any reading that your child has done at home. There is no expectation for you to write in this daily, we understand how busy home life can be!



# Home Learning - Spellings (Year 2 only)

**Each Friday**, the children will bring home a set of **10 spellings** to learn. These spelling words will be selected from the Little Wandle spellings they have been learning that week. It would be great if the children could spend a short amount of time learning these 10 spellings at home and to tell you about the spelling rules they have been learning and practising. The children will then be tested on the spellings the **following Friday** in class. This will give the children one week to learn the 10 spellings prior to the test. Test results will be sent home with your child for you to celebrate their success and to practise those words which still need to be learnt.

Shown below are the words from the Year 1 and Year 2 common exception word list.

**It is expected that your child should know how to spell ALL of these words by the end of year 2.**

**Please support your child in learning how to read and spell these words confidently.**

## Year 1 and 2 Common Exception Words

### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

### Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



## Year 1 Spellings

The children in year 1 learn spellings in school through their phonics and dedicated spelling lessons. They also practise their weekly spellings within their handwriting sessions.

**It would benefit your child to practise and learn to spell the Year 1 common exception words from the list below at home as well.**

The KS1 team would like to thank you for your continued support.