

Summer 1:

	<u>English</u>	<u>Maths</u> <u>+Mastering</u> <u>Number</u>	<u>History/</u> <u>Geography</u>	<u>Phonics</u>  <u>Guided</u> <u>Reading</u>	<u>Handwriting</u>	<u>R.E/Music/ PSHE/ICT</u>	<u>D.I</u>	<u>P.E</u>
Week 1 15.4.24	<p><b><u>Summer term targets</u></b> <b><u>Grammar and punctuation</u></b> I always leave finger spaces between words</p> <p>I can use simple and some compound sentence structures</p> <p>I can use a full stop at the end of a sentence correctly and consistently</p> <p>I can begin to make correct use of question and exclamation marks in my writing</p> <p>I attempt to write with the correct tense phrasing throughout my sentences</p> <p>I can use capital letters for the beginning of a sentence, 'I', names, places, and days of</p>	<p><u>1.10: Composition numbers 11-19 (including Measurement: length &amp; height)</u></p> <p><b>TP3:</b> -I can explain why a number is odd or even within numbers 11-19 (3.1-3.3)</p> <p><b>TP4:</b> -I can double and halve numbers 6-9 and can explain what doubling and halving is (4.1-4.7) x2</p> <p><b>TP5:</b> -I can use my knowledge of addition facts within 10 to add within 20 (5.1-5.3) -I can use my knowledge of subtraction facts within 10 to subtract within 20 (5.4-5.6)</p>	<p><b>History in living memory:</b></p> <p><b>The Molesey Flood:</b></p> <p><b>What was/is happening locally and nationally then and now?</b></p> <p><b>Molesey flood 1968</b></p> <p><b>1- What is happening in these photographs?</b></p> <p><b>2-What happened?</b></p> <p>1. Use world maps, atlases,</p>	<p><b>Phonics – Little Wandle Summer 1</b> Review Phase 5 GPCs for phonics screening check ay play a-e shake ea each e he</p> <p><b><u>Group Reading</u></b></p> <p><b>Apples</b> – Fix It Fox (Phase 2)</p> <p><b>Apple +</b> - Meep and the Midnight Mess (Phase 3)</p> <p><b>Cherries</b> – Crick and Crock Have Lunch (Phase 4)</p> <p><b>Bananas</b> – Good Things</p>	<p>Introduce the lead in and out stroke.  c,o,a</p>	<p><b>PSHEJigsaw- Relationships</b> L1 Families</p> <p><b>RE: Christianity</b> <b><u>What do Christians learn from stories about Jesus?</u></b></p> <p>What has happened in your life so far? What human experiences do we share?</p> <p><b>ICT: Digital Writing</b> L1 Exploring the keyboard</p> <p><b>Music:</b></p> <p>Unit – Story Time Musical Focus – Exploring sounds</p> <p>Discussing basic musical terms – fast, slow, loud, quiet</p> <p>Understanding how music can tell a story</p> <p>Performing with concentration</p>	<p>Can you design and make a vehicle that can move?</p> <p>Design a vehicle that moves</p> <p>Look at a selection of different buses.</p> <p>What is the same, what is different?</p>	<p><b>Sports Day Activities</b></p> <p><b>Get Set 4 PE -</b></p> <p>Team Building Lesson 1</p> <p>To co-operate with a partner to complete challenges</p>

<p>the week consistently</p> <p>I can use 'and' and 'because' to link and join ideas in my sentences</p> <p><b><u>Transcription</u></b> I can begin to use 's' and 'es' to form regular plurals correctly</p> <p>I can use the prefix 'un'</p> <p>I can add the suffixes ing, ed, er and est to root words</p> <p>I can begin to use 's' and 'es' to form regular plurals correctly</p> <p>I can use the prefix 'un'</p> <p>I can add the suffixes ing, ed, er and est to root words</p> <p><b><u>The Everywhere Bear</u></b></p> <p>1.To write predictive sentences about the story having looked at the front cover.</p>		<p>and globes to identify the United Kingdom and its counties.</p> <p>Where do we live and what is so special about it?</p> <p>Know their address, including their postcode. Write a letter to someone you live with and address an envelope.</p> <p>2.Locate the school on a map.</p> <p>Look at maps of the local area and identify the main features of Molesey and symbols used for these on a map.</p>	<p>From Farms (Phase 4)</p> <p><b>Grapes</b> – Let's Pretend (Phase 5)</p> <p><b>Pears</b> – Don't Blame Me (Phase 5)</p> <p><b>Spelling:</b></p> <p>would</p> <p>could</p> <p>should</p> <p>there</p>					
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	<p>2.Read as far as '...and the Everywhere Bear'. What would you like to know about the book? Write a question.</p> <p>3.Matt realises the bear is lost, how must he feel? Write a note to Matt offering him advice.</p> <p>4.Describe the bear for a lost poster. Describe how the bear felt as he landed in the sea. Write sentences using these adjectives.</p> <p>5.Read the page where the bear is caught in the net. Write an adjective noun poem Howling wind Swashing sea....etc</p>							
<p>Week 2 22.4.24</p> <p>Walk around East Molesey 25.4.24</p>	<p><b>The Everywhere Bear</b> 1.Read up to There's a bear wrapped in seaweed. What is going to happen next in the story? Write a note to Mrs Bishop to tell her what to do next.</p>	<p>-I can use my knowledge of addition and subtraction facts within 10 to add and subtract within 20 (5.7)</p> <p><b>Measures- measure items to nearest cm up to 20cm.</b></p>	<p>1. What do road and street signs tell us?</p> <p>How to read a simple street map.</p>	<p><b>Phonics – Little Wandles Summer 1</b> Review Phase 5 GPCs for phonics screening check ie pie i-e time o go</p>	d, g, q	<p><b>PSHE Jigsaw- Relationships</b> L2 Making friends</p> <p><b>RE: Christianity</b> <b><u>What do Christians learn from stories about Jesus?</u></b></p> <p>What has happened in Jesus' lifetime?</p>	<p>Design your bus.</p> <p>Decide on the resources you will need.</p>	<p><b>Sports Day Activities</b></p> <p><b>Get Set 4 PE -</b></p> <p>Team Building Lesson 2</p>

	<p>2.Read the story to where have you been bear. Write sentences explaining where he has been in the story. I've been in a....</p> <p>3.Read the whole story and sequence events pictorially.</p> <p>4.Write sentences to go on your story map, describing the journey of the bear through the story.</p> <p>5.Re-tell the story in 3 simple parts.</p>	<p><b>Connect areas of maths and look at white rose measures too.</b></p> <p>-I can measure one object with different non-standard measures and record outcomes.</p> <p>-I can measure items using individual cm cubes (diennes)</p> <p>-I can measure length from zero cm using a ruler.</p> <p>-I can estimate length in cm</p> <p>-I can estimate a length, measure a length and record lengths in a table.</p> <p>-solve addition problems</p>	<p>To look at mapping symbols.</p> <p>2.To go on a walk around Molesey and to draw a map with a key.</p>	<p>o-e home</p> <p><b>Group Reading</b></p> <p><b>Apples</b> – Jazz and Jet (Phase 2)</p> <p><b>Apple +</b> - Too Much Soap (Phase 3)</p> <p><b>Cherries</b> – Thumper (Phase 4)</p> <p><b>Bananas</b> – Track a T-Rex (Phase 4)</p> <p><b>Grapes</b> – Iris Wild Ride (Phase 5)</p> <p><b>Pears</b> – The Stone Shadows (Phase 5)</p> <p><b>Spelling:</b> were where their come</p>		<p>How do Christians try to be like Jesus in their communities?</p> <p><b>ICT: Digital Writing</b> L2 Adding and removing text</p> <p><b>Music:</b></p> <p>Unit – Story Time Musical Focus – Exploring sounds</p> <p>Playing fast, slow, loud, quiet</p> <p>Creating music that matches part of a story</p>		<p>To explore working together as a team</p>
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<p>Week 3 29.4.24</p>	<p><b><u>The Everywhere Bear</u></b></p> <p>1.The Everywhere bear has gone missing again. Show the children pictures of him in Molesey. Plot the bear's route on a simple route map.</p> <p>Sequence the bears new adventure pictorially.</p> <p>2.Write sentences to sequence the bear's journey.</p> <p>3.Write the story of the bear's new adventure using time adverbials to make a simple book.</p> <p>4. Write a book review of The Everywhere Bear</p>	<p><u>Measurement: mass and volume</u> <a href="https://assets.whiterosemaths.com/Resources/Y1/spring/scemes%20of%20learning/year-1-spring-block-4-weight-and-volume-schemes-of-learning.pdf">https://assets.whiterosemaths.com/Resources/Y1/spring/scemes%20of%20learning/year-1-spring-block-4-weight-and-volume-schemes-of-learning.pdf</a></p> <p><b><u>White Rose unit</u></b> Heavier and Lighter Measure mass Compare mass Full and empty</p>	<p>1.What are the names of, and, where are the famous cities of the United Kingdom?</p> <p>To know the names of at least six cities in the United Kingdom and identify them on a map.</p> <p>2.What's the same, what's different about these cities? What are the main features of cities.</p>	<p><b>Phonics – Little Wandles Summer 1</b> Review Phase 5 GPCs for phonics screening check <i>ue blue rescue ew chew new u-e rude cute aw claw</i></p> <p><b><u>Group Reading</u></b></p> <p><b>Apples</b> – Ding Dong (Phase 2)</p> <p><b>Apple + -</b> Queen of the Moon (Phase 3)</p> <p><b>Cherries</b> – How the Ear Can Hear (Phase 4)</p> <p><b>Bananas</b> – Strong Trucks (Phase 4)</p> <p><b>Grapes</b> – Jake and Jen and the Balloon of Doom (Phase 5)</p>	<p>l,t,i</p>	<p><b>PSHE Jigsaw- Relationships</b> L3 Greetings</p> <p><b>RE: Christianity</b> <b><u>What do Christians learn from stories about Jesus?</u></b></p> <p>What has happened in Jesus' lifetime?</p> <p>How do Christians try to be like Jesus in their communities?</p> <p><b>ICT: Digital Writing</b> L3 Exploring the toolbar</p> <p><b>Music:</b></p> <p>Unit – Story Time Musical Focus – Exploring sounds</p> <p>Rehearsing and performing with others</p> <p>Learning new songs and chants</p>	<p>Use tools to make your bus.</p>	<p><b>Sports Day Activities</b></p> <p><b>Get Set 4 PE -</b></p> <p>Team Building Lesson 3</p> <p>To develop talking, listening and sharing skills</p>
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<p>Week 4 6.5.24</p>	<p><u>The Last Wolf</u></p> <p>1.Look at the front cover. What does the image make them think of? How does it make them feel?</p> <p>What else would they like to know?</p> <p>Writing questions</p> <p>2. Discuss the wanted poster from the book. Why might she be looking for the wolf? What do they know about wanted posters?</p> <p>Predict why she is looking for a wolf.</p> <p>3.Look at the picture of Red. Describe the character based on our early impressions and what you can see in the illustration. Generate adjectives to describe her.</p> <p>4.Read up to she slithered through...</p> <p>Are there any words or phrases that help</p>	<p>Compare volume Measure capacity Compare capacity</p>	<p>1.How many ways to travel around London?</p> <p>2.How many ways are there to move from city to city in the United Kingdom?</p>	<p><b>Phonics – Little Wandles Summer 1</b> Review Phase 5 GPCs for phonics screening check ea head ir bird ou cloud oy toy</p> <p><b><u>Group Reading</u></b></p> <p><b>Apples</b> – Dash to Dig (Phase 2)</p> <p><b>Apple +</b> - Lights at Night (Phase 3)</p> <p><b>Cherries</b> – Stunt Jets (Phase 4)</p> <p><b>Bananas</b> – From the Top (Phase 4)</p> <p><b>Grapes</b> – Wild Homes (Phase 5)</p> <p><b>Pears</b> – How to Draw Cat and Dog (Phase 5)</p> <p><b>Spelling:</b> five</p>	<p>u,j,y</p>	<p><b>PSHE Jigsaw- Relationships</b> L4 People who help us</p> <p><b>R.E: Christianity</b></p> <p><b><u>What do Christians learn from stories about Jesus?</u></b></p> <p>What Christians learn from stories about Jesus?</p> <p><b>ICT: Digital Writing</b> L4 Making changes to text</p> <p><b>Music:</b></p> <p>Unit – Our bodies Musical Focus – Beat</p> <p>Performing a steady beat at two different speeds</p> <p>Responding to change of mood in a piece of music with a slow and fast steady beat</p>	<p>Decorate your bus.</p>	<p><b>Sports Day Activities</b></p> <p><b>Get Set 4 PE -</b></p> <p>Team Building Lesson 4</p> <p>To use speaking and listening skills to a partner</p>
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	<p>you understand how she moved through the forest?</p> <p>Slithered, lurked, shadowy, bracken, are all adjectives.</p> <p>Imagine you're moving through the forest, write sentences to describe how you travelled using adjectives.</p>			<p>six seven eight</p>				
<p>Week 5 13.5.24</p>	<p><u><a href="#">The Last Wolf</a></u></p> <p>1. Read up to .....grabby twigs. Give the children a picture of the forest. Generate words to describe the environment. Use these in a setting description.</p> <p>2. Poetry Draw on the adjectives generated in the last lesson. Now think about how you would feel if you were in the forest. What would you see, feel, touch, smell, hear?</p>	<p><u><a href="#">2.1 Counting. Unitising and Coins</a></u></p> <p>TP1 - I can count efficiently in groups of two (1.1-1.5)</p> <p>TP2. 2.-I can count efficiently in groups of ten (2.1-2.6)</p> <p>TP3. -I can count efficiently in groups of five (3.1-3.5) - I can count efficiently by counting in groups of two, five and ten</p> <p>TP4 - I can explain the value of a 1p coin</p>	<p>1.To know what happens in an airport/train station.</p> <p>2. To know that London is the capital city.</p>	<p><b>Phonics – Little Wandles Summer 1</b> Review Phase 5 GPCs for phonics screening check <i>i tiger</i> <i>a paper</i> <i>ow snow</i> <i>u unicorn</i></p> <p><b><u>Group Reading</u></b></p> <p><b>Apples – Cubs</b> (Phase 2)</p> <p><b>Apple + -</b> Terrific Arctic Terns(Phase 3)</p>	s,f,r	<p><b>PSHE Jigsaw- Relationships</b> L5 Being my own best friend</p> <p><b>RE: Christianity</b> <b><u>What do Christians learn from stories about Jesus?</u></b></p> <p>What made Jesus "ordinary" and "extraordinary"? What is extraordinary about Easter?</p> <p><b>ICT: Digital Writing</b> L5 Explaining my choices</p> <p><b>Music:</b></p>	<p>Evaluate your design.</p> <p>Suggest improvements for the future</p>	<p><b>Sports Day Activities</b></p> <p><b>Get Set 4 PE -</b></p> <p>Team Building Lesson 5</p> <p>To plan with a partner to complete challenges</p>



	<p>Write one line, to describe a sense. Put these together to form a group/paired poem.</p> <p>3. Read up to some sort of door. What is she going to find behind the door? Make a prediction. Draw a story map of Red's journey through the story so far. Include your prediction at the end of the story map.</p> <p>4. Look at the picture of the wolf in his cave. What can you deduce from the picture? What does it tell you about the wolf? Red was hunting for a wolf, what will she do now?</p> <p>5. Read up to what huge hungry eyes you have. Discuss whether or not Red should help the animals. Write a note to Red telling her what they think she should do.</p>	in pence (4.1-4.3)		<p><b>Cherries</b> – Good Things From Farms (Phase 4)</p> <p><b>Bananas</b> – Eggs on Toast (Phase 4)</p> <p><b>Grapes</b> – This is Our Planet (Phase 5)</p> <p><b>Pears</b> – Show Time (Phase 5)</p> <p><b>Spelling:</b> nine ten eleven twelve</p>		<p>Unit – Our bodies Musical Focus – Beat</p> <p>Identifying a repeated rhythm pattern</p> <p>Combining a rhythm pattern and a steady beat</p>		
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<p>Week 6 20.5.24 Dance residency Sam Finch</p> <p>Performan ce to parents 24.5.24</p>	<p><u>The Last Wolf</u></p> <p>1. Read up to wound their way back. Compare the picture of the forest at the and compared to the picture at the beginning of the story. Record similarities and differences.</p> <p>2. Read up to Goodbye... What might Red's idea be?</p> <p>3. Read the whole story. Does the story have a message? What do you think it is?</p> <p>4. Look at Red's poster More trees wanted please. What would the impact be for humans and wildlife if there were more wild spaces, trees and forests? Write a letter to their parents suggesting planting more trees/plants in their gardens.</p>	<p>-I can recognise and explain the value of a 2p, 5p and 10p coin (4.3) -I can explain that a single coin can be worth several pennies (4.4) - can use my knowledge of the value of coins to solve problems (4.5) TP5 -I can calculate the total value of the coins in a set of 2p coins (5.1-5.3)</p> <p>Summer 2- Complete - I can calculate the total value of the coins in a set of 5p coins (5.4,5.2-5.3) -I can calculate the total value of the coins in a set of 10p coins (5.5, 5.2-5.3) -I can compare sets of 2p, 5p and 10p coins (5.6) This guidance can be used in flexible and creative ways? (5.7) TP6 -I can use my knowledge to work</p>	<p>1.To know the names of famous buildings in London.</p>	<p><b>Phonics – Little Wandles Summer 1</b> Review Phase 5 GPCs for phonics screening check <i>ph phone</i> <i>wh wheel</i> <i>ie shield</i> <i>g giant</i></p> <p><b><u>Group Reading</u></b></p> <p><b>Apples</b> – Jig and Jog (Phase 2)</p> <p><b>Apple +</b> - Look Up High (Phase 3)</p> <p><b>Cherries</b> – Track a T-Rex (Phase 4)</p> <p><b>Bananas</b> – Dragon in the Jam (Phase 4)</p> <p><b>Grapes</b> – Be A Cave Explorer (Phase 5)</p> <p><b>Pears</b> – Welcome to My Home (Phase 5)</p>	<p>b,n,h</p>	<p><b>PSHE Jigsaw- Relationships</b> L6 Celebrating my special relationships</p> <p><b>RE: Christianity</b> <b><u>What do Christians learn from stories about Jesus?</u></b></p> <p>What do Christians learn from the stories of Jesus? How is Jesus human and divine?</p> <p><b>ICT: Digital Writing</b> L6 Pencil or keyboard</p> <p><b>Music:</b></p> <p>Unit – Our bodies Musical Focus – Beat</p> <p>Performing together with concentration</p> <p>Performing rhythm patterns on body percussion to a steady beat</p> <p>Inventing and performing new rhythms to a steady beat</p>	<p><b>Sports Day Activities</b></p> <p><b>Get Set 4 PE -</b></p> <p>Team Building Lesson 6</p> <p>To use talking, listening and sharing to complete challenge s</p>
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		<p>out how many coins are needed to make a total value of 10p (6.1-6.4)</p> <p><u>2.1 Counting, Unifising and Coins</u></p> <p>I can use my knowledge to work out how many coins are needed to make a total value of 20p (6.5-6.1-6.4)</p> <p>I can use my knowledge of the value of coins to solve problems (6.6)</p> <p>Additional</p> <ul style="list-style-type: none"><li>-I can recognise and explain the value of 20p and 50p coins</li><li>- I can recognise and explain the value of £1 and £2 coins</li><li>-I can recognise and explain the value of £5, £10 and £20 notes</li></ul>		<p><b>Spelling:</b> Assessment</p>				
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