



Home and Away

YEAR 1	Week 1 WB: 01.06.26 Inset Day – 1st June	Week 2 WB: 8.06.26 Phonics Check Week	Week 3 WB: 15.06.26 George Eliot Wreath laying (23rd) Whitestone Walk	Week 4 WB: 22.06.26 Fathers' Day breakfast 24 th June Summer Fayre 27 th	Week 5 WB: 29.06.26 Sports' day 29 th ? Or 3 rd ?	Week 6 WB: 06.07.26 Induction day 8th OAA with Parents 6th class 5 9 th class 7 10 th class 6	Week 7 WB: 13.07.26
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<p>English</p> <p>Writing</p>	<p>General English Writing learning intention focuses for this half term:</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell all year 1 common exception words</p> <p>Spell all the days of the week with a capital letter</p> <p>name the letters of the alphabet in order and using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes to words: –s or –es, un–, –ing, –ed, –er and –est</p> <p>Apply simple spelling rules to words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place and form capital letters and form digits 0-9 Understand which letters belong to which handwriting 'families'.</p> <p>Saying out loud what they are going to write about and composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense and discuss what they have written with the teacher or other pupils and read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Leaving spaces between words</p> <p>Joining words and joining clauses using and</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>
	<p>SPaG Focus for this half term:</p> <p>All areas will be revisited this half term and children will be expected to apply these into their work.</p>



	<p>Julia Donaldson author study. Who is she? Characters from her books? Plan an invention</p> <p>SPaG Spell days of the week Assessment.</p> <p>Inset day</p>	<p>Innovate a new Julia Donaldson inspired book.</p> <p>SPaG Read and spell with Suffixes 'ing' and 'ed' Use !</p> <p>Handwriting Assessment of letter families and formations</p>	<p>Plan a fact file about George Eliot</p> <p>SPaG Read and spell with compound words ly And use ?</p> <p>Handwriting Midpoint letters – a c e i m n o r s u v w x z</p>	<p>Write a fact file about George Eliot</p> <p>SPaG Read and spell with Suffixes 's' and 'es' And use !</p> <p>Handwriting Ascenders b, d, f, h, k, l, t, Descenders g, j, p, q, y,</p>	<p>The Lighthouse Keepers Lunch. What is a postcard? Plan a postcard from the seaside/keeper. Write a postcard from the seaside/keeper – retell.</p> <p>SPaG Read and spell with Suffixes 'er' and 'est' And use ?</p> <p>Induction day</p>	<p>Innovate a new adventure for the lighthouse keeper – write a postcard.</p> <p>Handwriting Report Insert Read</p> <p>Write a sentence using ed, ing</p>	<p>? seaside week – Postcard for children in reception– send to them – looking forward to seeing you in year one – wish you were here. What have the children enjoyed about year 1.</p> <p>Going on holiday and moving on to the new class. Write thoughts -</p>
<p>English reading learning intention focuses</p>	<p>Mainly taught through RWI: To read words with contractions, and understand that the apostrophe represents the omitted letter(s) To consolidate learning the grammar for year 1 in English Appendix 2 To apply phonic knowledge and skills as the route to decode words To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught To read common exception words To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings To read other words of more than one syllable that contain taught GPCs To read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words To reread these books to build up their fluency and confidence in word reading.</p>						
<p>Maths Number</p>	<p>Halving Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity Lesson 1</p>	<p>Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity Lesson 1</p>	<p>Addition and subtraction 1 week Revisit addition and subtraction, including number bonds to 20 Number bonds.</p>	<p>Revisit place value to 100 – 1 week Reading and writing numbers Partitioning</p>	<p>Revisit time 1 week Telling the time – o'clock and half past</p>	<p>Revisit shapes and measure 1 week 2d/3d shapes</p>	



	<p>Half of shapes – pictures practical – cutting/folding Lesson 2 Shade half of a shape/picture Lesson 3 – recap odd/even doubling amounts (linked adding) Lesson 4 Recap odd even half of an amount – practical – and recording as half of 6 is 3</p>	<p>Quarter of shapes – pictures practical – cutting/folding Lesson 2 Shade quarter of a shape/picture Lesson 3 Turning on a clock face- half a turn, quarter turn, three quarters of a turn LESSON 4 Quarter of an amount.</p>					
	<p>Writing numbers to 20 in words</p>	<p>Revisit 2d shape properties</p>	<p>Revise positions, directions and turns.</p>	<p>Reading and writing numbers Partitioning</p>	<p>Telling the time – o'clock and half past</p>	<p>½ and ¼ shapes.</p>	
	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>						
Science	<p>Lesson 1 To label external parts of the whole body.</p>	<p>Lesson 2 To draw and label the parts of the face.</p>	<p>To learn about basic internal body parts – cut and stick in the correct places on the body.</p>	<p>Learn about the senses and which part of the body is associated with each.</p>		<p>Senses investigation</p>	<p>. Assess and review science from the whole year</p>
D&T	<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>						



	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics					
Art and design	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists. To use a range of materials creatively to design and make products.					
Explore monoprinting in sketch books.	Father's Day cards: Trophy design using mono print technique.	To explore the work of Land artist Andy Goldsworthy Design some land art based on Andy's work.	Create Land art based on last week's design.		Land art (OAA)	
History	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seakale and/or Florence Nightingale and Edith Cavell] Significant historical events, people and places in their own locality.					
	<i>George Elliot – https://www.georgeeliot.org/ KEY KNOWLEDGE Did you know George Eliot was a lady? Who was she? What was she famous for What was her real name? Why did she change her name? where was she born – Create a spider diagram/mind map of key facts? Place in time</i>	Lesson 1 George Elliot – KEY KNOWLEDGE When was she born – When did she die? https://www.georgeeliot.org/ Key life events – as an author – birth, death marriage? Children? books – time line – key events – cut and stick sequence Lesson 2 George Elliot –linked to geography KEY KNOWLEDGE How and where is she remembered?			<i>History of the seaside Key knowledge – Grace Darling Explain how Grace Darling's bravery encouraged other women to be brave as she was an English lighthouse keeper who rescued survivors from a shipwreck in 1838. – linked to The Lighthouse keepers lunch</i>	<i>History of the seaside -KEY KNOWLEDGE - how the seaside has changed what people wore- and why How people travelled to the seaside in the past – what they did there – did people sunbathe?</i>



			<i>Hospital/school – statue etc – linked to geography</i>			
Geography	<ul style="list-style-type: none"> ♣ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork ♣ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ♣ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>PROGRESSION OF SKILLS - Create simple maps of routes within the local area and the school.</p> <ul style="list-style-type: none"> • To visualise the location of something within their immediate environment. • Draw a simple map using a bird’s eye view. • To create a map to show a journey. • Talk about own maps. • Understand that a map can tell you where to go. • To understand that both a map and a globe show the same thing. • Draw a simple map, using basic symbols as a key 					
<p><i>KEY KNOWLEDGE</i> <i>To recognise the difference between an aerial view and birds eye view – to see how places look from above- to identify a familiar location from above</i></p> <p><i>Using an aerial view photo of the school, playground and spinney, label human and physical features of the landscape</i></p>	<p>Lesson 1 <i>KEY KNOWLEDGE</i> <i>The purpose of symbols on a map - That symbols represent things and places on a map</i></p> <p><i>Chn need to be introduced to maps and symbols first</i> Talk about own maps. Understand that a map can tell you where to go</p> <p><i>Using the birds eye view create symbols that relate to our</i></p>	<p>FIELD WORK - WALK AROUND LOCAL AREA <i>KEY KNOWLEDGE- to recognise human and physical features of our local area – how an aerial view can be used to map the route</i> <i>To identify and name different types of houses</i></p> <p><i>Go on a local walk and answer questionnaire about houses and features seen.</i> Complete a house</p>	<p><i>- KEY KNOWLEDGE</i> <i>How to create a map as an aerial or birds eye view of the route we took on our walk – create symbols</i></p> <p>Create simple maps of routes within the local area and the school. Collate information from housing survey</p> <p>Extra lesson <i>KEY KNOWLEDGE – linked to history</i></p>	<p>Week 3 First chn need to learn about a seaside town- locality features – port/harbour location</p> <p><i>KEY KNOWLEDGE</i> <i>Where we would locate the sea side</i> <i>Key human and physical features of the seaside – beach/cliff/coast line sea - purpose of the lighthouse – port/harbour beach hut pier etc</i> <i>(Use a town like St Ives that has all</i></p>	<p>Comparing and contrasting localities Nuneaton to the Seaside (St Ives)– features of both.</p> <p><i>KEY KNOWLEDGE</i> <i>What is the same and what is different- human and physical differences</i> <i>If we were travelling to St Ives – how would be get there – find it on a map – how long would it take</i></p>	<p>Low stakes quiz what do they know.</p>



RHE	No Outsiders 7.7	Revisit protective behaviours all areas. Feelings, body parts being private, network hand.		Jigsaw	Jigsaw		Revisit protective behaviours – who can you talk to in the holidays?
Zones of Regulation			Zones of regulation			Zones of regulation	
RE		Unit K1.3 <i>How do people with similar religion and worldviews share and celebrate their beliefs?</i>	Unit K1.3 <i>How do people with similar religion and worldviews share and celebrate their beliefs?</i>	Unit K1.3 <i>How do people with similar religion and worldviews share and celebrate their beliefs?</i>	RE assessment.?		