

Spotlight on the curriculum

This spotlight has been written by the teachers. We hope that it gives you a brief insight into some of the work we will be completing over the next few weeks and also give you some advice as to what you could do to help your child at home.



Year 1 Summer 2

		What are we going to be doing and how could you help at home?
English	What we are doing	<ul style="list-style-type: none"> • We will be learning more about adjectives. • We will be adding '_er' and '_est' to adjectives. • We will be sequencing sentences to write short narratives. • We will be reading our writing aloud and discussing it with the teachers and peers.
	How can you help?	<ul style="list-style-type: none"> • Continue to hear your child read, three times a week, signing their reading record each time. We will look through these on a weekly basis. • Sing the alphabet song and listen to songs with letter names. • Practise reading and writing the weekly spellings handed out. These will be tested each week.
Maths	What we are doing	<ul style="list-style-type: none"> • We will look at numbers from 50 to 100, partitioning numbers into tens and ones. • We will be comparing numbers with the same number of tens. • We will look at numbers 1 more and 1 less, understanding 1 more is the number after the given number and 1 less is the number before the given number. • We will explore and recognise the value of different denominations of coins and notes. • We will solve money problems by counting in 2's, 5's and 10, allowing children to count money more efficiently. • We will be looking at days of the week, months of the year. • We will develop understanding of hours, minutes and seconds, using units of time to measure activities.
	How can you help?	<ul style="list-style-type: none"> • Continue counting in 2's, 5's and 10's forwards and backwards from 0. • Continue to practise one more and one less of any given number to 100. • Name 2D shapes and talk about 3D shapes that are all around us. • Become familiar with the different denomination of coins, sort them and even buy things from the shop using the coins. • Practise telling the time at home, spot when it is o'clock and when it says half past the hour.
History	What we are doing	<ul style="list-style-type: none"> • Be able to use words which show that something has happened in the past. Be able to order events in our own lives in a timeline. • Know who George Stephenson was. • Use historical sources to build up a picture of someone from the past

		<ul style="list-style-type: none"> • Know when <i>George Stephenson</i> lived and be able to draw comparisons with the timeline of their own life • To know several of <i>George Stephenson's</i> achievements and be able to say why they were important. • Know why <i>Stephenson's Rocket</i> was such a great achievement. • Know how <i>Stephenson's Rocket</i> worked and compare to other trains - for example - those which are common today • Understand how quickly the rail network grew after 1825 • Understand how rail being used by the public changed civilizations • Answer the question - Was <i>George Stephenson</i> all that significant?
	How can you help?	<ul style="list-style-type: none"> • Talk about events that have happened in the past with your children. • Talk about people that are significant for the children. • Discuss who <i>George Stephenson</i> was and how he has links to <i>Leicestershire</i>.
Geography	What we are doing	<ul style="list-style-type: none"> • To identify weather patterns in the UK (link to seasons) • To know that tools are used to gather information about the weather. • To understand that weather forecasts help people to prepare for different types of weather • To be able to record data (weather) (and lesson 10) • To know how humans live in extreme weather conditions (Equator) • To know how humans live in extreme weather conditions (North and South Poles) • To understand that some weather conditions can be dangerous (UK) • To begin to understand climate change and its impact on cold/hot areas • To suggest ways that humans can act to help care for the planet.
	How can you help?	<ul style="list-style-type: none"> • Discuss seasons with the children. Talk about the differences between them. • Allow children to watch weather reports. • Show children a globe and talk about different weather conditions in different countries. • Talk about the importance of helping the planet.
Ar +	What we are doing	<ul style="list-style-type: none"> • To know the features of a portrait • To be able to compare portraits from different artist (<i>Frida Kahlo & Picasso</i>) • To know how pointillism art is created • To explore the work of <i>Roy Lichtenstein</i> • To be able to compare a range of portraits from different artists, commenting on artistic techniques
	How can you help?	<ul style="list-style-type: none"> • Discuss what a portrait means. • Encourage children to draw their own portraits. • Allow children to be expressive with their paintings.