

Year 1 Summer 2 Overview

LVC: Gorilla LV: Reflective

	Week 1 WC 6 th June	Week 2 WC 13 th June	Week 3 WC 20 th June	Week 4 WC 27 th June	Week 5 WC 4 th July	Week 6 WC 11 th July	Week 7 WC 18 th July
Phonics	Phonics Screening.	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	/sh/ ti ssi si ci potion mission mansion delicious	/or/ augh our oar ore daughter pour oar more Review	Review Little Wandle Assessment	Review GPC's
Maths	Unit 3 Revise Add/Sub 20	Unit 2 Block 9 Place Value 100 <i>To count, read and write numbers to 100 in numerals. To order a set of familiar numbers and position them on a number line and 100 square. To identify and represent numbers using objects and pictorial. To count in multiples of 2,5,10. To know what each digit in a number represents.</i>	Unit 2 Block 10 Place Value 100 <i>To count, read and write numbers to 100 in numerals. To order a set of familiar numbers and position them on a number line and 100 square. To identify and represent numbers using objects and pictorial. To count in multiples of 2,5,10. To know what each digit in a number represents.</i>	Unit 2 Block 11 Place Value 100 <i>To count, read and write numbers to 100 in numerals. To order a set of familiar numbers and position them on a number line and 100 square. To identify and represent numbers using objects and pictorial. To count in multiples of 2,5,10. To know what each digit in a number represents.</i>	Unit 6 Block 4 Money <i>To recognise and know the value of different denominations of coins and notes. To find totals (and change) up to 20p. To use mental strategies to solve simple problems in real life. To work out how to pay an exact sum using smaller coins. To find totals up to 20p. To develop verbal reasoning skills using knowledge of money.</i>	Unit 6 Block 5 Money <i>To recognise and know the value of different denominations of coins and notes. To find totals (and change) up to 20p. To use mental strategies to solve simple problems in real life. To work out how to pay an exact sum using smaller coins. To find totals up to 20p. To develop verbal reasoning skills using knowledge of money.</i>	Assessment

Science		<p>Fish <i>Name a range of animals which includes animals from each of the vertebrate groups. Describe the key features of these named animals. Label key features on a picture/diagram. Write descriptively about an animal. Describe what a range of animals eat.</i></p>	<p>Amphibians <i>Name a range of animals which includes animals from each of the vertebrate groups. Describe the key features of these named animals. Label key features on a picture/diagram. Write descriptively about an animal. Describe what a range of animals eat.</i></p>	<p>Reptiles <i>Name a range of animals which includes animals from each of the vertebrate groups. Describe the key features of these named animals. Label key features on a picture/diagram. Write descriptively about an animal. Describe what a range of animals eat.</i></p>	<p>Birds <i>Name a range of animals which includes animals from each of the vertebrate groups. Describe the key features of these named animals. Label key features on a picture/diagram. Write descriptively about an animal. Describe what a range of animals eat.</i></p>	<p>Mammals <i>Name a range of animals which includes animals from each of the vertebrate groups. Describe the key features of these named animals. Label key features on a picture/diagram. Write descriptively about an animal. Describe what a range of animals eat.</i></p>	
ICT	TBC – Louise Stone. Ipads.						
Writing	<p>Gorilla Fact file. Focus on capital letters and full stops. <i>Marking – next steps.</i></p>	<p>Using speech bubbles and speech marks.</p>	<p>In role as Hannah - write a persuasive letter to Dad about wishing for a Gorilla for your birthday. <i>Marking – think pinks.</i></p>	<p>Writing a creative, fictional story. <i>Marking – self assessment marking ladder and two stars and a wish.</i></p>	<p>Leaflet for animal rescue centre. Poster for animal rescue centre.</p>	<p>Newspaper report – ‘<i>little girl and Gorilla spotted</i>’ – create a headline for the event! Draw a picture of your adventure with Gorilla and write a caption.</p>	Transition activity.
Drama/Inquiry	All about Gorilla’s	In role as Hannah/Dad at	Performing (reading out loud in character)	Continue Anthony’s Browne story – what	Collective drawing of an animal rescue	Hannah and Gorilla are	

	David Attenborough BBC Earth – Gorilla’s.	the kitchen table.	their letter – how would you persuade Dad?	will happen next? Decision alley – should Hannah go with Gorilla?	centre. Create own animal enclosure poster.	spotted by a reporter late at night!	
<p>-Join words/clauses using ‘and’.</p> <p>-Leave spaces.</p> <p>-Capital letters for pronoun I and names.</p> <p>-Capital letters.</p> <p>-Exclamation marks.</p> <p>-Write simple dictated sentences from memory.</p> <p>-Use common exception words taught so far.</p> <p>-Sit correctly, use a comfortable/correct grip.</p> <p>-Lower case letters go in right direction, correct start and end points.</p> <p>-All capital letters accurately formed.</p> <p>-Write simple factual sentences based around a theme.</p> <p>-Labelled diagrams.</p> <p>-Compose a sentence aloud.</p> <p>-Understand start, middle and end of stories.</p> <p>-Use writing frames to plan work.</p> <p>-Sequence to form short narratives.</p> <p>-Re-read to check it makes sense.</p> <p>-Read aloud clearly to peers and teachers.</p> <p>-Discuss with staff member or other pupils.</p> <p>-Begin to punctuate using capital letter, full stop, question mark, exclamation mark.</p> <p>-Use capital letters for names: people, places, days of the week, ‘I’.</p>							
Art/D&T		<p>Collage Gorilla</p> <p><i>-Explore different lines, textures and shapes.</i></p> <p><i>-Collage with a range of materials.</i></p> <p><i>-Experiment with, construct and join recycled, natural and man-made materials.</i></p>	<p>Creating Hannah’s wallpaper – printing.</p> <p><i>-Explore different lines, textures and shapes.</i></p> <p><i>-Produce paintings from memory, imagination and observation.</i></p> <p><i>-Name various tools and media. Portrait, self-portrait, detail, line, hatching, stippling, blending, landscape, texture.</i></p> <p><i>-Make observational drawings.</i></p>		<p>Symmetrical Gorilla portraits.</p> <p><i>-Explore different lines, textures and shapes.</i></p> <p><i>-Produce paintings from memory, imagination and observation.</i></p> <p><i>-Name various tools and media. Portrait, self-portrait, detail, line, hatching, stippling, blending, landscape, texture.</i></p> <p><i>-Make observational drawings.</i></p>	<p>Access Art – Turning paper into fur.</p> <p><i>-Explore different lines, textures and shapes.</i></p> <p><i>-Produce paintings from memory, imagination and observation.</i></p> <p><i>-Name various tools and media. Portrait, self-portrait, detail, line, hatching, stippling, blending, landscape, texture.</i></p> <p><i>-Make</i></p>	Transition activity.

						<i>observational drawings.</i>	
PSHE & RE		RSE Solution Lesson 5 <i>Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.</i>	Refugee Week	Transition activity	Transition activity Physical health and Mental wellbeing: <i>sun safety.</i>	Transition activity	Transition activity
Music	Transition songs Singing assembly <i>Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i>	Transition songs Singing assembly <i>Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i>	Transition songs Singing assembly <i>Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i>	Transition songs Singing assembly <i>Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i>	Transition songs Singing assembly <i>Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i>	Transition songs Singing assembly <i>Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i>	Transition songs Singing assembly <i>Use their voices expressively and creatively by collectively singing songs, speaking chants and rhymes.</i>
Whole Class Reading	Non-fiction about Gorilla's	Non-fiction about Gorilla's	Persuasive letter Refugee based stories		Zoo by Anthony Browne	Zoo by Anthony Browne	Transition book
<p><i>-Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes.</i></p> <p><i>-Read accurately by blending taught GPC Read common suffixes (-s, -es, -ing, -ed, etc.)</i></p> <p><i>-Read multi-syllabic words containing taught GPCs.</i></p> <p><i>-Read contractions and understanding use of apostrophe.</i></p> <p><i>-Read aloud phonically-decodable texts.</i></p> <p><i>-Make simple inferences and begin to predict what might happen next based on what has been read so far.</i></p> <p><i>-Discuss the significance of the title.</i></p>							
PE	Sports Day Prep	Sports Day Prep	Sports Day Prep	Sports Day Prep	Sports Day Prep	Sports Day Prep	Sports Day Prep
Other		Day of Welcome – 17 th June	Refugee Week	Wimbledon! Sports Day			

