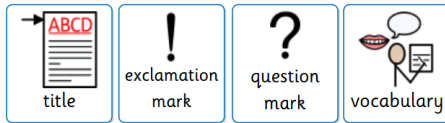


English

- I can retell a familiar story with actions.
- I can sequence sentences to form short narratives.
- I can compose a sentence orally before writing it.
- I can re-read what I have written to check that it makes sense.
- I can use capital letters, finger spaces, exclamation marks, question marks and full stops.
- I can use the spelling rule for adding -s or -es to make singular words plural.
- I can add the prefix un- to words.
- I can use -ing, -ed, -er and -est where no change is needed in the spelling of root words.
- I can discuss word meanings, linking new meanings to those I already know.
- I can discuss the significance of the title and events.

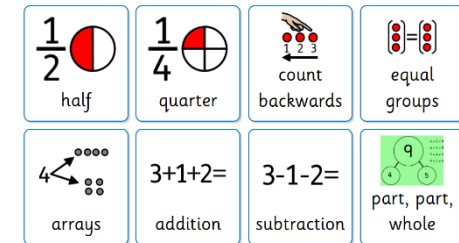


Year 1, Term 6 What can help us on our journey home?



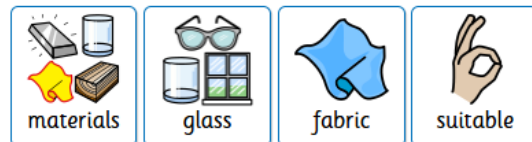
Maths

- I can retrieve and embed the Maths learning that I have been taught so far.
- I can find a half and a quarter of a shape, object and number.
- I can count backwards from any number within 100.
- I can add and subtract, using pictorial representations to support me.
- I can make equal groups.
- I can share quantities between equal groups.
- I can understand and make arrays.
- I can use a part, part whole model to create and solve fact families. ($60 + 5 = 65$, $5 + 60 = 65$, $65 - 60 = 5$, $65 - 5 = 60$)



Science

- I can identify and name some materials used to build a house.
- I can understand why the roof of a house need to be waterproof.
- I can understand why glass is used to make windows.
- I can understand why specific materials are used to make furniture.
- I can understand that different fabrics have different properties.
- I can explain why a material is suitable for an object.
- I can perform simple tests.
- I can use my observations and ideas to suggest answers to questions.
- I can identify and classify.



Geography/History

- I can understand how some places are linked to other places. E.g. roads/trains.
- I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.
- I can name, describe and compare familiar places, link their homes with other places in their local community and know about some present changes that are happening in the local environment e.g. at school.
- I can talk about significant historical events, people and places in my own locality.



RSE

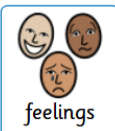
- I can talk about this term's value: aspiration.
- I can understand how to safely cross the road and why this is important.
- I can recognise a range of safe places to cross the road.
- I can name a range of feelings.
- I can understand why we should care about other people's feelings.
- I can recognise bullying behaviours and know how someone can manage them.



aspiration



road safety



feelings



care

Music

- I can find the beat and step in time to music.
- I can sing the response lines to a song.
- I can put some actions to a song.
- I can sing as part of a pair in echo format.
- I can perform songs in front of an audience.



beat



response



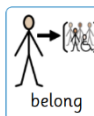
echo



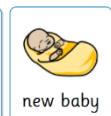
perform

RE

- I can recognise that we all belong to something.
- I can talk about how Christians belong and care for others.
- I can talk about how Muslims belong and care for others.
- I can talk about how Jewish people belong and care for others.
- I can talk about how different religions welcome a new baby.
- I can talk about how some people show they belong through marriage.



belong



new baby



marriage



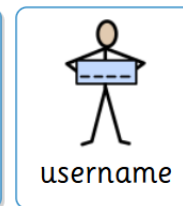
religion

Computing

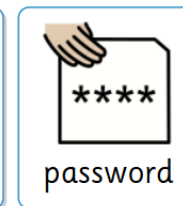
- I can recreate art on the computer using different artistic techniques. (Mondrian, William Morris and surrealism)
- I can explore creating line techniques.
- I can explore surrealist art.
- I can log in to the laptop and Purple Mash using my own username and password independently.
- I know how to be safe when I am online.
- I know who to speak to if I have worries when I am online.



online
safety



username



password



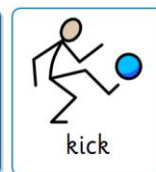
art
techniques

PE

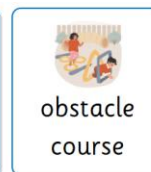
- I can pass and throw underarm and overarm by myself and to a partner.
- I can kick/stop a ball whilst static.
- I can hit a ball or bean bag to score a range of points.
- I can complete an obstacle course with control and balance.
- I can participate in team games.



throw



kick



obstacle
course



team game

These are the words that children in year 1 are expected to be able to read and spell by the end of year 1. Practice reading and writing them at home!

Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

Year 1, Term 6

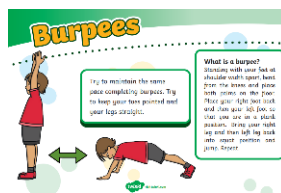
Home Learning Projects

Our curriculum focuses are **Geography** and **History**. Choose 2 or 3 of the suggested home learning projects. You can upload photos of your project to Class Dojo and/or bring your project in to school to share with your class throughout the term. These home learning projects are just some suggestions, please don't hesitate to think of your own ideas that link to the subjects that we are learning about this term.

PE

Design your own sports circuit or sports day. Draw pictures/take photos of yourself/video yourself demonstrating the activities. Ensure you describe how to do each exercise. You could use some of Joe Wicks' videos for some inspiration:

<https://www.youtube.com/watch?v=d3LPrhIOv-w>
<https://www.youtube.com/watch?v=2X1p0Yd6WAo>



History

Here some events/people from the past:
 WW1, WW2, Guy Fawkes, The King's Coronation, Christopher Columbus, Neil Armstrong, Mary Anning, The Battle of Hastings.

Choose one or two to find out about (or find your own) and present your findings as you choose. (Newspaper report, YouTube video, fact file, make a song about it, cartoon strip.)



Geography

Create your own 'my places' project.

Can you include the planet you live on, continent, country, county, town/city and your road? Start with a large piece of paper for the planet as that is the largest place and ensure each place gets smaller and smaller.



English

Write a story or a diary entry to describe one of your favourite days out. Where did you go? What did you do there? Who went? When? Use adjectives and a variety of ways to start your sentences. Remember to include capital letters, finger spaces and full stops. Use your sounds to help with your spelling rather than asking for a grown up to spell for you!



Maths

Practice adding and subtracting! Remember to draw dienes to represent your tens and ones. (We draw tens as lines and ones as small circles.) Try the following questions and then make up your own:

$$14 + 12 =$$

$$10 + 9 =$$

$$34 + 41 =$$

$$48 + 20 =$$

$$63 - 30 =$$

$$29 - 17 =$$

$$31 - 11 =$$

$$90 - 50 =$$

+ Add/Plus/Together		- Subtract/Minus/Take away	
$5 + 2 = 7$ 	$15 + 12 = 27$ 	$5 - 2 = 3$ 	$34 - 21 = 13$
We count together the two numbers we have represented to find the total.		We draw the first number and cross out how many we are taking away. Count how many is left to find the answer.	



Knowledge Organiser: Exploring Everyday Materials 2

Careers connected to materials:
material tester, textile artist, pipe
fitter



Lesson Sequence



1. Build a structure strong enough to withstand wind



2. Build a waterproof structure



3. Understand the properties of lass and its uses



4. Understand that materials are used to create a variety of furniture



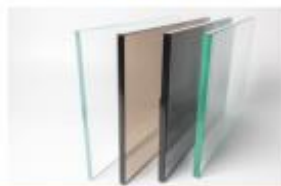
5. Explore a variety of fabrics and understand their different properties



6. Explain the uses of materials and why they are suitable

Materials which are suitable to use to build a window.

plastic



glass



Objects which are suitable to use in windy weather.



windsock



windbreaker



wind turbine



wind toy



windmill

Objects which are made from cotton.



trousers



t-shirt



jacket



bag

Clothing which is suitable to wear in wet weather.



rain jacket



waterproof trousers



wellington boots



rubber gloves

Materials which are suitable to make a house from.



bricks



timber frame



breeze block

Materials which are absorbent.



sponge



cloth