

**Year 1 Curriculum Overview: Summer 2**

**Summer 2: Fun at the Seaside**

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| **Subject** | **Skills Taught** | **How can you help?** |
| English | Our topic this term is a Fun at the Seaside and we will be reading a range of books including A Snail and a Whale. We will be revisiting the grammatical skills we have learnt this year as well as introducing some new skills such as applying prefixes, noun phrases and verbs to our writing.  We will also start to develop the children’s comprehension skills and explore the skills of inference and predicting and summarising. | Encourage your children to write for different purposes at home. Perhaps they could draw and then write postcards from imaginary beaches. Discuss their favourite story about the seaside. Who is their favourite character and ask why? Discuss changing how a story ends and try making up different endings to stories that you share at home. |
| Maths | In maths, we will extend our place value knowledge in numbers up to 100. We will also start to learn about what a fraction is and will focus on calculating halves and quarters of an amount. We will begin to recognise the different denominations of money that we use today. We will also look at how to solve word problems that involve money, such as working out totals or giving change from a total amount. We will spend time learning how to read a clock and will focus on telling the time to the hour and to the half hour. | Continue to practise number formation at home. Perhaps you could set up a pretend shop at home and use real or pretend money to ‘buy’ and ‘sell’ items. Start to talk about time to your child. What time do they go to bed? What time do they get up? |
| Science | In Science this term we will observe changes across all four seasons. We will observe and describe the different weather patterns associated with each season as well as look at how day length varies. We will discuss how environmental damage may change the expected weather patterns and what we can do to look after our planet. | Ask your children what they notice about trees and plants during different times of the year. Discuss the changes that are happening to the planet. Ask them how we can all help to look after the world. |
| Geography & History | We will identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. We will identify geographical vocabulary to refer to the physical features of an environment and will compare various seaside destinations around the UK and worldwide. We will also look at how seasides in the UK have changed over the past 100 years. | Discuss how weather is different throughout the world. Can your children name some hot and some cold countries? Perhaps you could look at a travel brochure or website and ask your child to describe different types of seaside settings. |
| Computing | In computing we will use Googlemaps to explore various seaside locations around the UK. | Use googlemaps to find where you live and ask your children to describe what they see. |
| Religious Education | In R.E. we will look at the celebration of Eid. We will find out why this is a significant celebration for Muslim people and explore how they celebrate this occasion. | Share any experiences you have of special occasions. Discuss any traditions in your family. |
| Art and Design & Technology | We will be preparing for an environmental fashion show and we will ask the children to create an item of clothing, such as a top, belt or hat made entirely of recyclable materials. | Talk to your children about why recycling is important and what we can do to look after our planet. |
| Music | We will be listening to and learning a range of songs about the Seaside. We will create actions to go with the songs and will also explore how these songs make us feel. | Encourage your children to listen to and play music at home. How do different types of music make you feel? |
| Personal, Social & Health Education | In PSHE this term we will be focusing on transition and moving up to Year 2. We will be paying attention to how the children are feeling and any questions they may have for their new teachers. This will hopefully put them at ease and prepare them for transition day. | Talk to your child about how they feel about moving up to year 2. Address any concerns they may have and talk about what they are feeling happy and excited about. |