

YEAR 1: SUMMER 2 2024

The children have completed the following learning this half term

English



The children began the half term by looking at a non fiction text on minibeasts. They found out about the different features of a non fiction text like the title, photos, sub headings and captions. They then wrote their own plans about a minibeast and did some writing about what it looks like, where it lives and what it eats.



The children also explored the fantasy story called 'Katie in London'. They found out about different landmarks around London and the adventure Katie and Jack went on with the lion. They then wrote their own stories about Katie's adventure around London.

The focus for Oracy has been asking questions. To support this, they looked at using 'Wh' question words and used hot seating - taking turns to pretend to be Katie and to ask and answer questions.



Maths



In Maths, the children began by looking at tens and 1's up to 100 and finding out how many 10's and 1's were in different amounts by partitioning. They then found out about how to make equal groups in different ways and how to recognise and create arrays.

Topic - Science



For their Topic learning, the children learned about different types of minibeasts. They looked at the different habitats they live in and found out about the different types of things they like to eat. They also learnt about all their features. They then looked at different types of wildlife and their habitats and features.

Trip



To support their learning the children went on a minibeast hunt outside in the playground to look for different minibeasts. They also got to build on their previous Topic by visiting the Royal Mews at Buckingham Palace to find out about the royal family's horses and carriages and how they get used. Finally they saw Buckingham Palace outside and the changing of the guards and had a picnic in St James park.

Make it Real



To consolidate their learning, they completed a **Make it Real** project which involved creating their own plan of what minibeasts need to have for their habitats. They also thought about what minibeasts like to live there. They then made their own minibeast bug hotels using a plastic bottle which they filled with natural materials like leaves, sticks, soil and stones from outside. Finally they presented their Minibeast bug hotels to the class and talked about how they had made them and which minibeasts would live there.

Other Subjects

The theme for **PHSE** was 'Keeping safe'. This involved the children discussing the different ways they can keep safe in school and when outside of school. As part of this theme they looked at the safety of crossing the road and how to keep safe from strangers.

Our topic for **RE** was 'To know belonging is an important part of our lives'. They looked at how we belong to our families, school and our communities. They also looked at the ways they belong by having friends and making promises to each other. Lastly they looked at a christian wedding and how promises are made there when people get married.

In **PE**, the children have developed their skills during 'Run, jump and throw.' They have been taking part in different races in teams and moving in different ways and at different speeds. They also have practised their jumping and accuracy in throwing different objects like bean bags and balls.

PHSE big book



PE

RE big book





In **Art**, the children looked at minibeasts where they drew their own detailed drawings of various minibeasts. They then painted some of the minibeasts using the right colours for their features. Finally they made their own minibeast sculptures using newspaper then paper mache and painted them together using the primary colours and also did some colour mixing for the colours they needed.

Meanwhile in **Music** the children have been exploring Creating rhythms using instruments and different actions with their bodies. They then identified the rhythms of words in songs after they sang them together.

In **Computing** the children were learning about algorithms and how this means following a set of programmed instructions. They then recapped how to use the beebots and then programmed them to move in different ways by setting algorithms. They finally used different mats of places and worked in groups to programme the beebots to move in different directions to the right places on the mats.

Art



Music/ DT



Computing

