

Year 1 Summer Term 2 2017

Parent Overview –Rivers

Now that summer is here, please could we remind everyone that all children should bring a **named drinks bottle** (containing water only) and a **named sun hat** to school every day. We will be outside for more of our lessons and most PE lessons so the children will need to have their hat and drink with them. Please ensure that you protect your child's skin with sun cream before they come to school. There are creams that last 8 hours or you can send sun cream in for your child to apply themselves before they go outside. (The sticks and roll on creams can be easier for young children to use.) Please find this term's topic and maths overviews for your information. Termly topic overviews are always available on our Year1 website page.

Many thanks for your continued support, it has been so wonderful to see your children grow and learn with us this year.
Rebeca Olive and the Year1 team.

Week beginning	5 th June	12 th June	19 th June	26 th June	3 rd July	10 th July	17 th July and 24 th , 25 th July
Main focus	Where and how do rivers start?	The Journey of a river	Local rivers	The River Fal	River transport (boats and Bridges)	River life	Presentation of "Rivers" Topic
Show and Tell	Please bring in a copy of a photograph of when you were a baby or toddler (science)	Name some of our local rivers. Where do they start and where do they finish?	Bring in any blue plastic bags to weave our own river.	Floating and sinking investigation	What grows / lives in our local rivers?	Maths investigation	What have you enjoyed in Year 1 and what are you looking forward to in Y2?
Events	6 th June Entry Point Day- Outdoor river adventure.	Phonics Screening 14 th June – Class photos	19 th June- Sports Day	A trip down the River Fal Date and info TBC	4 th July- Transition morning in Year 2		17 th July- End of Year reports 19 th July- KS1 Parent Presentation 9:15-9:45 25 th July- Last Day of Term

Key learning	Maths Recognise and name and describe features of common 2-D and 3-D shapes, Record and interpret data on Venn diagrams and bar charts. Measure and begin to record the following: time (hours, minutes, seconds) Tell the time to the hour and ½ hour. Time how long objects take to flow down a distance of flowing water. Compare and measure lengths or heights and weights using non-standard uniform units of measure. Apply to Rivers topic. Compare and measure the capacities of containers using uniform non-standard units. Solve capacity problems relating to Rivers topic	Literacy Independently self-correct inaccurate reading. Answer questions based on inference. Read with increased fluency and expression. Non fiction books- identifying features for our writing. Self and peer assess – make corrections Understand and identify “nouns”, “verbs” and use them in their own writing. Talk for Writing- The Three Billy Goat’s Gruff. -Link ideas with “and, but, so, because, when...” -Use a range of punctuation- . ! ? , “” Recount of Fal River trip - Using a range of sentence starters. (Temporal Conjunctions) First, Next, Then, Later, After, Finally... Year 1 “All About Rivers” Book- Asking and answering questions about rivers-3 W sentences: “Why, What, Where?” Contents page, sub headings, diagrams, pictures, labels and captions.	Science Living Things Humans- Look at how we have changed. Look at our bodies- Name our body parts and vital organs. Our Senses- Explore our 5 senses and investigate their importance. Become “sense explorers”, creating sensory boards and bottles from our outdoor exploration. River life- Which plants and animals live in our rivers and ponds? How are they different to land plants and animals?	RE Stories and Parables told by Jesus. Retell stories in their own words Explain what they enjoyed about a story and what they found puzzling Understand what the story might teach us	History/ Geography Use local maps and Google earth to locate major rivers in the 4 countries of the UK. – Where and how do they start? Where do they finish? Look at rivers in our local area, name them and some of the places they flow past or through. Which rivers flow to Truro? How did Truro get its name? (Possibly walk down to Calennick stream and compare its physical features with the River Fal. Track the stream’s journey on google earth) Explore and make observations of Fal River - describe and record the river’s physical features, hills and flooded valleys.	Music Songs- “Peace Like A River” "Peace is flowing like a river", “Water of Life” Listen to “Aquarium” by Saint-Saëns from Carnival of the animals. Use the music to inspire our own River compositions- Pupils choose percussion instruments to represent watery sounds. Compose and notate a piece of music in groups, Consider tempo and dynamics. Split composition into 3 parts- River source Tributaries meeting to form larger, faster flowing river River meets the sea. Practise and perform at Parent Presentation
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	French Continue learning and using French greetings Learn the names of animals in French.	Art Andy Goldsworthy outdoor art using “Rivers” as a theme. Marble art to create rippling water effects. Create spectrum of River/ watery colours for our own paint pallets. Water colour and wax resist techniques Water colour river paintings inspired by Hokusai river paintings, using our colour pallets. Colour wash backgrounds and silhouette foregrounds. Weave different shades of blue plastic bags/ strips through the balcony railings to create our own river.	DT Create clay “River bugs” and use natural resources found outside to add legs/ wings. Design, make, test and improve our own rafts using natural resources found in our school grounds. Use Construction equipment to make bridges to cross the river- How much weight will your bridge hold? Can you strengthen it? (maths weighing)	P.S.H.E. <i>Through MISP, RTime THRIVE SEAL and Science Children can learn to :</i> Explain that people grow from young to old. Make simple choices about some aspects of health. Know what keeps us healthy. Name the main parts of my body. Talk about the harmful aspects of some household products and medicines. Explain that people grow from young to old. Talk about and describe feelings to others, including feelings associated with change. Talk about my local environment and ways to look after it.	P.E. Sports day practises Ball control with hands and feet. Hitting a target with a ball. Controlling a ball on a bat. Hitting a ball with a bat. Playing bat and ball games.	ICT iPad Doodle buddy- Riverscapes Photos of outdoor observations Keyboard skills Surveys and data recording Add words to a picture to make a poster about Rivers
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