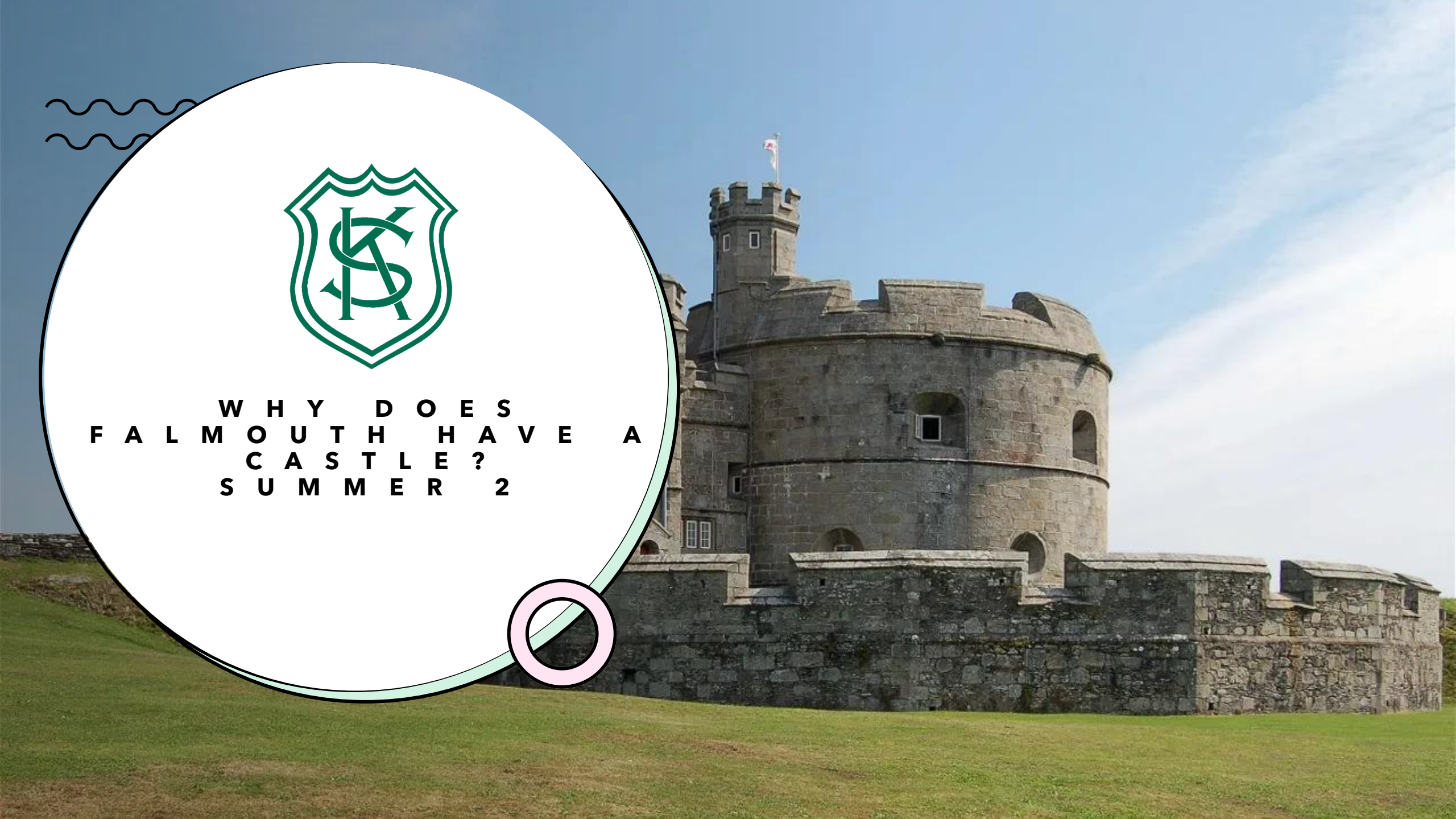




W H Y D O E S  
F A L M O U T H H A V E A  
C A S T L E ?  
S U M M E R 2



# READING

In our specific RWI groups we will continue develop our word reading by :

- Applying our phonic knowledge taught so far working towards reading fluently (quickly and accurately).
- Reading words containing common suffixes
- Reading common exception words.
- Re-reading books closely matched to our phonics level

Also, we will:

- Develop our pleasure in reading through recommendation in book club

Vocabulary:      phonic sounds      predict

Fred talk                      vocabulary



# WRITING

The text types we are learning about this half term are:

By Myself by Eloise Greenfield  
Poetry



Our grammar focus will be:

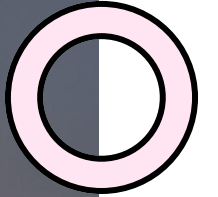
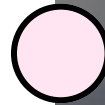
- Prefixes
- Suffixes
- Structuring Sentences

Vocabulary:

Rhyming

**Stanza**

Structure



# MATHS

We will be continuing working through our maths units, focusing on fluency skills and then developing our reasoning and problem solving.

- **Position and Direction**
- **Place value (within 100)**
- **Money**
- **Time**

Vocabulary: Left and right  
Hours, minutes  
and seconds

Count  
partition



# SCIENCE

We are learning: How can we describe and group different materials? The children will be learning how to:

- How to describe the simple physical properties of a variety of everyday materials (hard/soft, stretchy/stiff, shiny/dull, waterproof/non-waterproof, opaque/see-through)
- How to compare and group together a variety of everyday materials on the basis of their simple physical properties



Y1

A material is what an object is made from.

Glass, plastic, wood and bricks are materials.

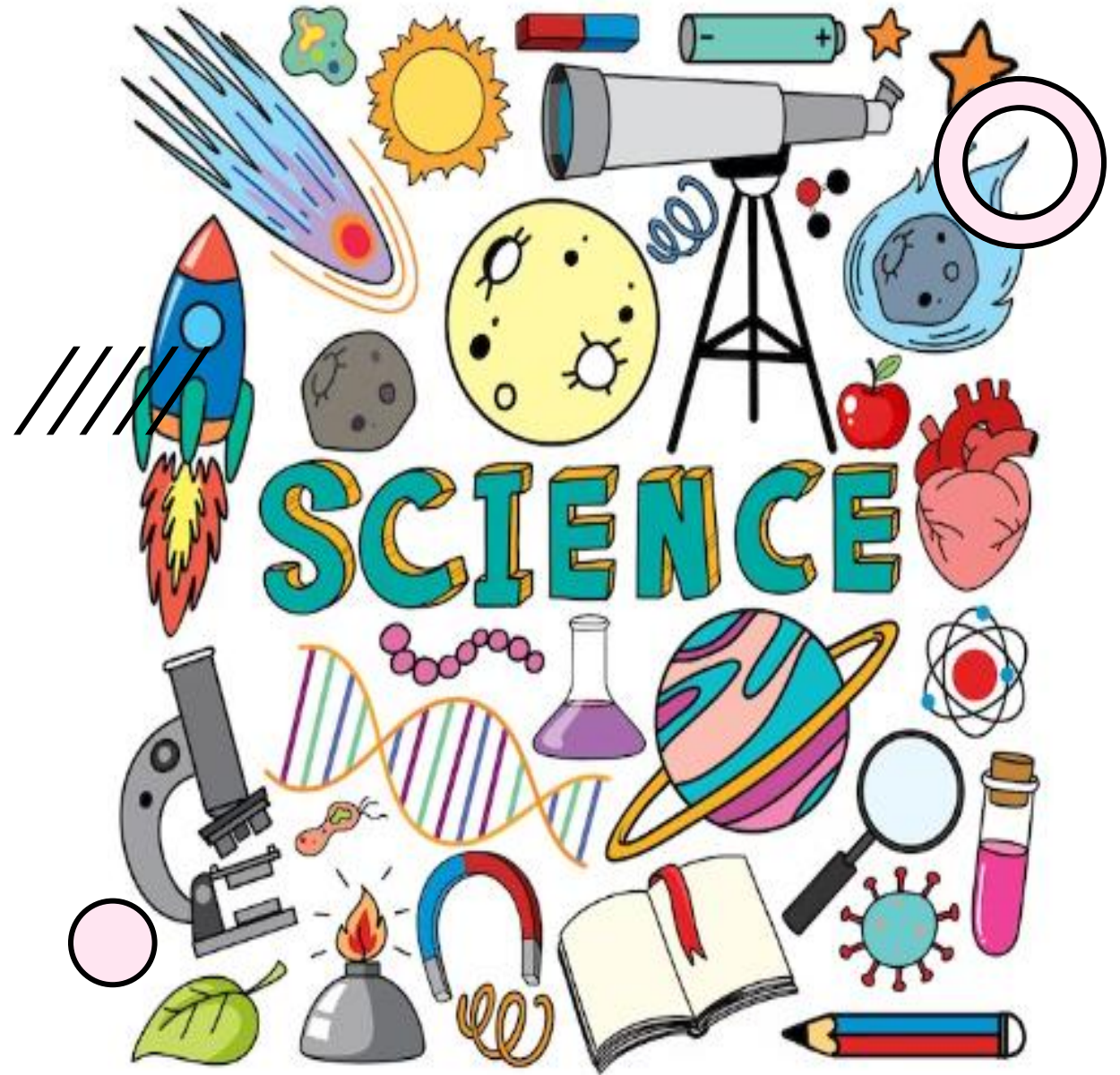
Vocabulary:

observe

record

test

question



# HISTORY

We will be learning about explaining the history of a local castle. The children will learn to:

- Explain the history of a castle in the local area.
- Recognise the uses of castles.
- List the jobs available in a castle.
- Understand how the uses of castles have changed over time

Vocabulary:

past

present

castle



# COMPUTING

In computing we will be learning about programming animations. The children will be learning to:

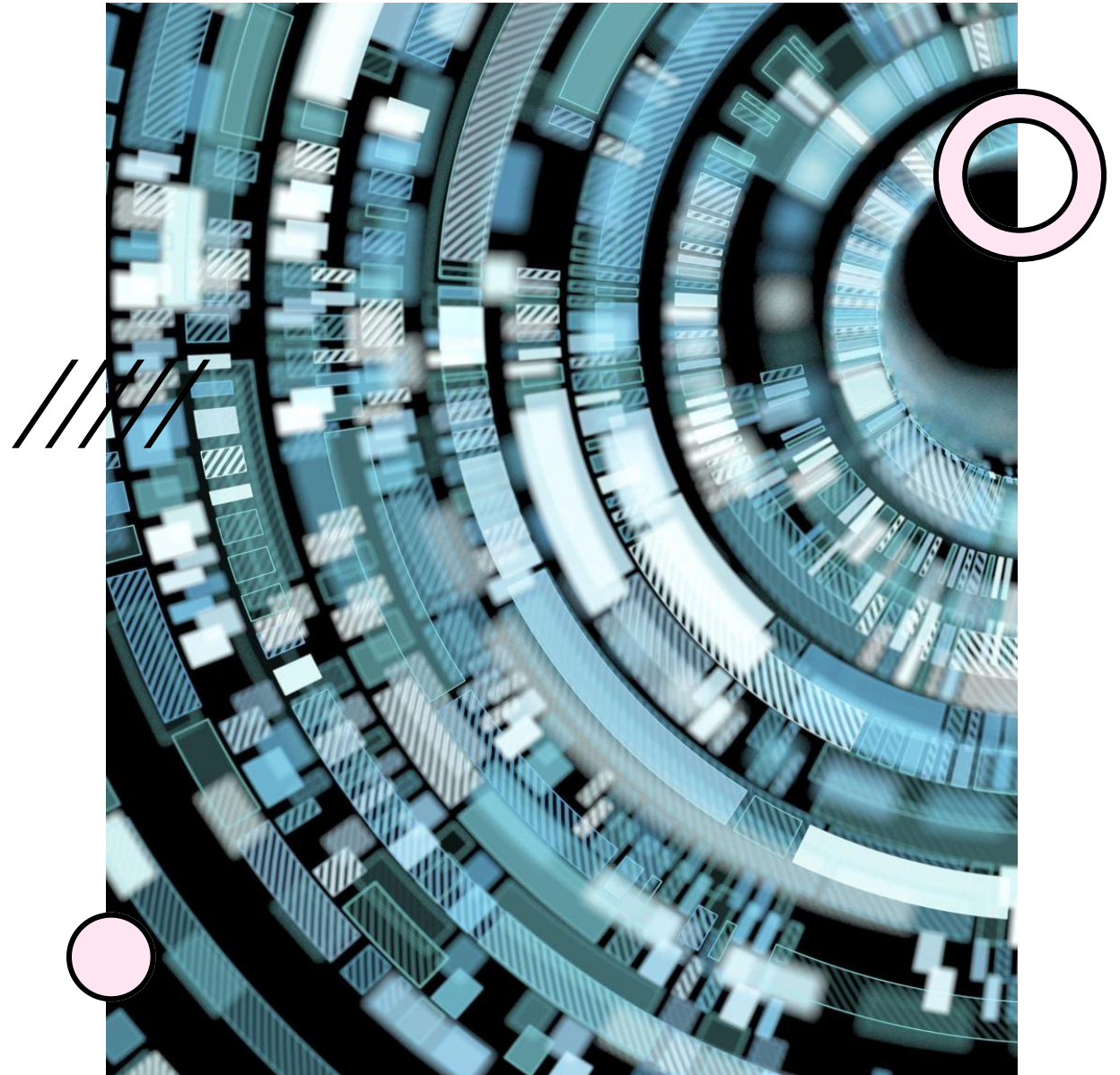
- Programming animations
- How to choose a command for a given purpose
- That a series of commands can be joined together
- The effect of changing a value
- That each sprite has its own instructions
- How to design the parts of a project
- How to use an algorithm to create a program

Vocabulary:

command

design

value



# P . S . H . E

We will be learning about: It's my body! The children will be learning about looking after their bodies. The lessons look at key areas:

- Where children can make safer choices
- Their body, sleep and exercise, diet, cleanliness and substances.
- Children will learn facts about each of these areas and learn strategies to manage them.
- The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.



I am special because ...

Vocabulary: body

exercise

choices





# ART

We are learning about: Recreating Paul Klee's 'Castle and the Sun'. The children will learn:

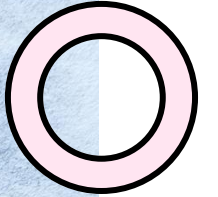
- What impact mixing different colours together will have on the tone
- Different geometric shapes and what happens when they are combined

Vocabulary:

tones

create

shapes





# R.E.

We will be learning about Christianity and how should we care for the world and for other, and why does it matter?  
The children will know:

**Make sense of belief:**

- Identify a story or text that says something about each person being unique and valuable
- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world

**Understand the impact:**

- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories
- Give examples of how Christians and Jews can show care for the natural earth
- Say why Christians and Jews might look after the natural world

**Make connections:**

- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
- Give good reasons why everyone (religious and non-religious)

Vocabulary:

unique

care

differences

connections

# P.E.

We will be learning:

## **Athletics**

- jumping
- hoping
- balancing with control
- running with control and coordination
- throwing towards a target.

## **Rounders**

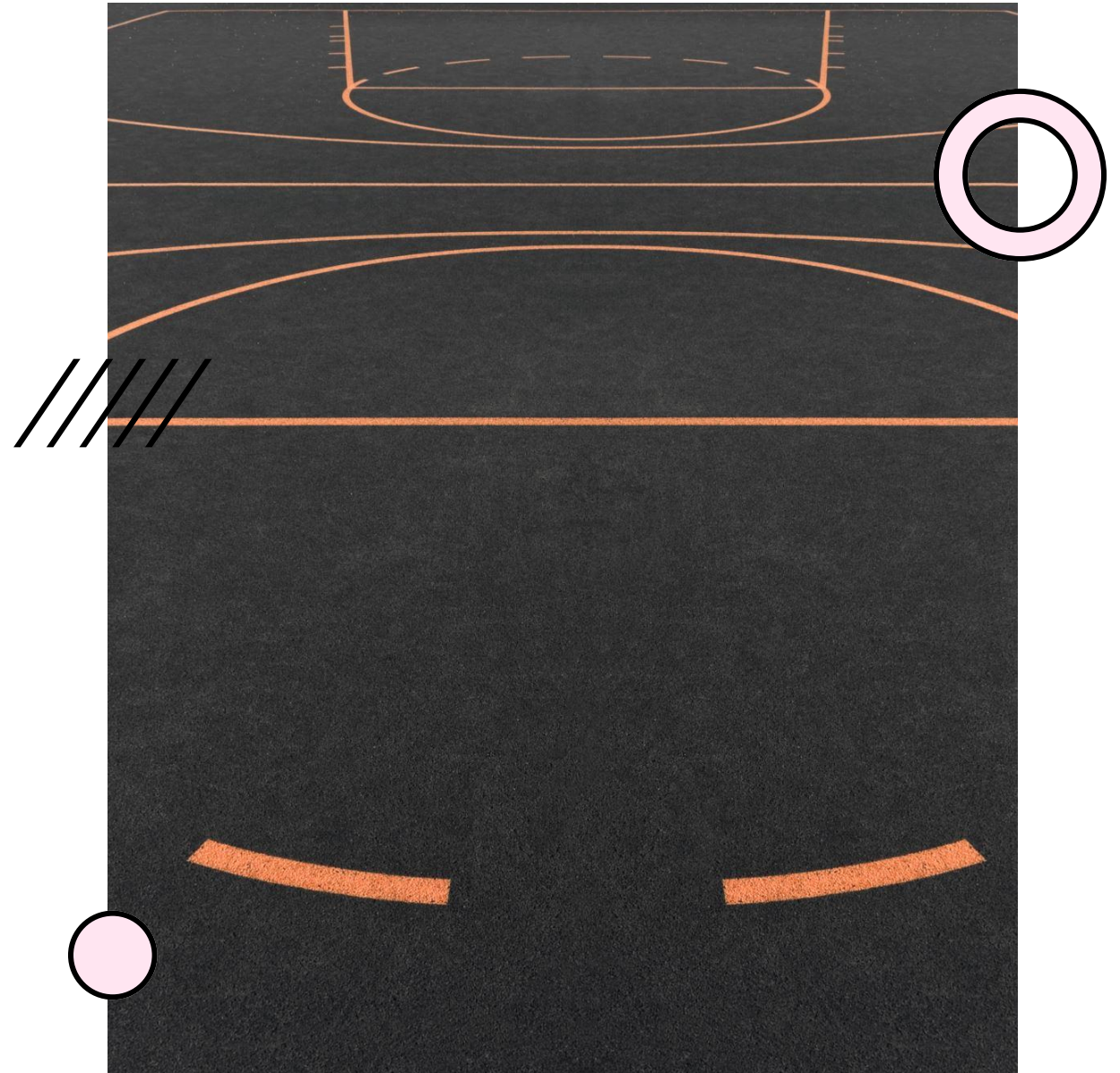
Children should improve their ability to move fluently changing speed and direction - avoiding collisions. Children will develop skills to enable them to catch and stop a ball, getting in line to retrieve it, and explore different techniques to throw and hit the ball, showing basic control.

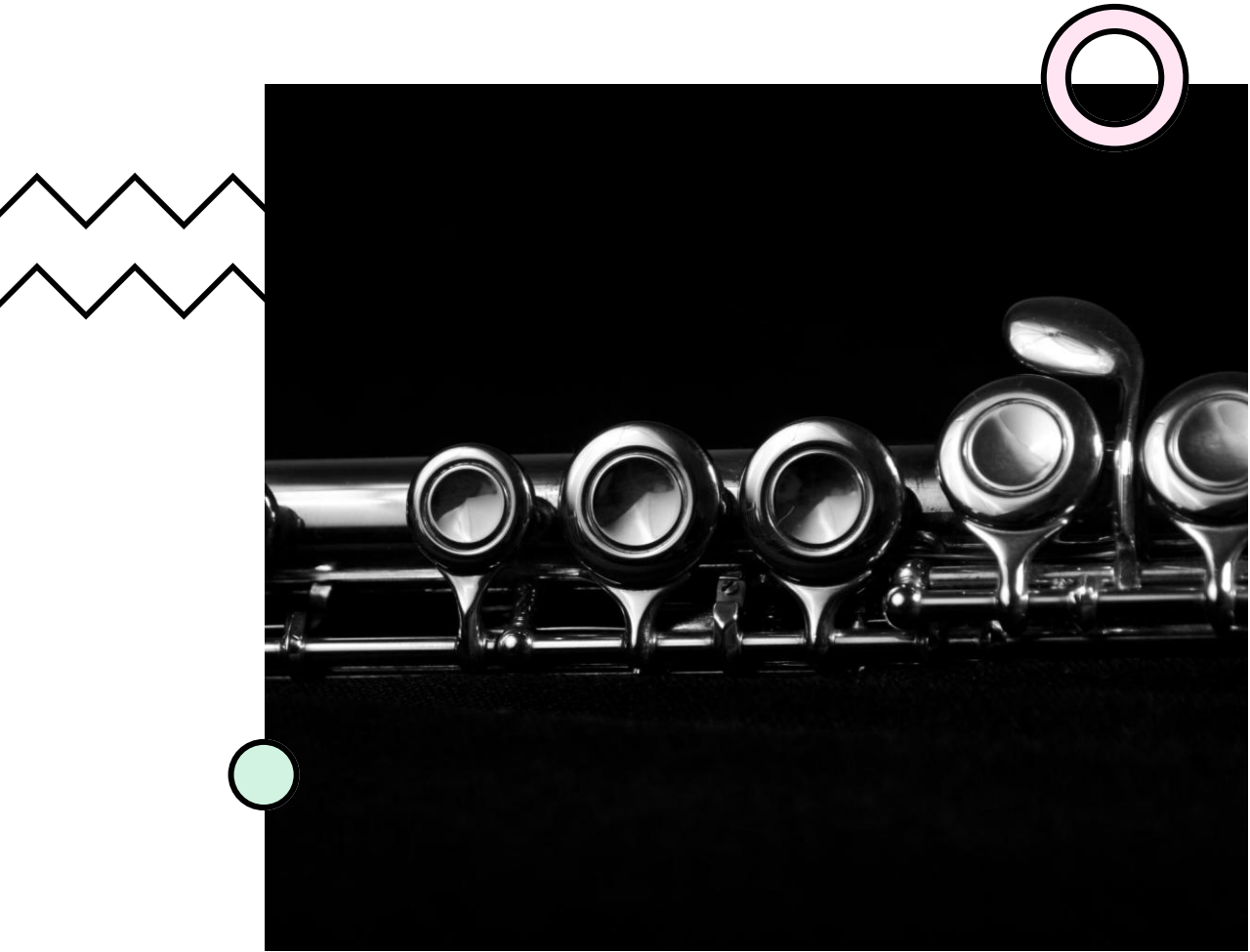
Vocabulary:

coordination

catch

control





1. The beat is the steady pulse in the music.

# MUSIC

In our music lesson we will be learning about "Come dance with me!" This will include:

- Create musical phrases from new word rhythms that children invent.
- Sing either part of a call-and-response song.
- Play the response sections on tuned percussion using the correct beater hold.
- Echo sing a line independently with teacher leading, then move on to pair singing in echo format.
- Copy call-and-response patterns with voices and instruments.

Vocabulary:

echo

patterns

instruments



Our story time book is going to be 'Oh the places you'll go!'



Our focus music is based on "Tudor music"



We will be learning about the wider community of diverse Britain.

