

## Hurworth Primary School Curriculum Information for Parents Summer Term 2020-21

\*\*Please note that due to national restrictions arising from the COVID-19 pandemic some of the units of work for this term may have changed from those detailed on the long term plans for 2020-21\*\*

<b>YEAR GROUP: 1</b>		<b>TERM: Summer</b>
<b>SUBJECT</b>	<b>OVERVIEW OF LEARNING</b>	<b>IDEAS FOR LEARNING AT HOME</b>
<p><b>MATHS</b></p> 	<p><b>Place Value within 50:</b> Counting by making tens, counting forwards and backwards within 50, partitioning into tens and ones, representing numbers to 50 in different ways, one more and one less, comparing objects and numbers using <math>&lt;</math>, <math>&gt;</math> and <math>=</math>, ordering numbers and counting in twos and fives.</p> <p><b>Measurement - Length and Height:</b> comparing lengths and heights using words such as long, longer, longest, short, shorter, shortest, tall, taller, tallest, same; measuring using non-standard units (cubes, paper clips, blocks, etc.); measuring using a ruler; adding and subtracting length.</p> <p><b>Measurement - Weight and Volume:</b> measuring and comparing mass; solving mass and weight problems; measuring and comparing capacity and volume.</p> <p><b>Multiplication and Division:</b> recap counting in twos, fives and tens; making equal groups; adding equal groups; arrays; doubles; grouping and sharing.</p> <p><b>Fractions:</b> finding halves and quarters.</p>	<p>Can your child practise counting up to and across 50, forwards and backwards? They could even try counting in twos, fives or tens!</p> <p>Can your child recognise numbers up to 50 in their environment? You could help your child to practise writing numbers up to 50 - could they use bath crayons or write them in sand?</p> <p>What can your child find that is taller/shorter than themselves? What could they measure?</p> <p>Can they make arrays using Cheerios?</p> <p>Can they share a cake or pizza equally by making halves or quarters?</p>
<p><b>ENGLISH</b></p> 	<p><b>Traditional Tales</b></p> <p>We will begin the term exploring and retelling a variety of traditional tales using books, props and finger puppets. We will then focus on the traditional version of Rapunzel, in order to familiarise the children with it before moving on to an alternative version...</p> <p><b>Rapunzel by Beth Woollvin</b></p> <p>A pared back and twisted take on the traditional tale told with humour to be gleaned from reading the pictures. It begins with Rapunzel, here portrayed as a child, already encased in the tower without the back story explaining how she came to be there and reaches a conclusion in which she makes a joyful escape <i>without</i> the aid of a prince.</p> <p>The story will be revealed to the children gradually, enabling them to focus on what we can find out about characters from the text and illustrations, bit by bit. They will also develop their skills in making predictions based on other stories they have read and listened to, as well as what they have read and inferred in this book so far. Focussing on the main</p>	<p>Please ensure that your child reads regularly at home, at least 3 times a week is a minimum requirement. We encourage your child to read their own books from home as well as their school reading book. Reading the same book a few times will also help your child to develop their fluency, expression and understanding of books. All reading should be recorded in your child's reading record to help us monitor progress.</p> <p>Perhaps your child could practise writing sentences using their spelling words. Can</p>

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	<p>characters of Rapunzel and the witch, the children will develop empathy and a deeper understanding as they explore the story through drama, role-play and writing in role. In addition, the children will continue to improve and extend their grammar and writing skills, using capital letters and full stops, as well as developing their phonic knowledge and using this to choose the correct graphemes to segment and spell words with increasing accuracy.</p>	<p>they remember finger spaces, capital letters and full stops? Can they improve their sentence using adjectives and join phrases using 'and'?</p>
<p><b>SCIENCE</b></p> 	<p><b>Seasonal Changes:</b> Throughout the year the children will be observing, recording and asking and answering questions about the changing seasons. They will learn the names of the seasons, know when they change and the differences in weather, temperature and daylight length. They will create a weather chart and recognise that we need different clothes for the different seasons.</p> <p><b>Plants: What's growing in our garden?</b> Children will be identifying and naming a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. They should be able to identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p>	<p>As we go through the year, perhaps you could take photos of your child which record the different clothing and activities associated with different seasons, as well as the changes in the weather and environment. It would be a lovely record to share these in class.</p> <p>Can your child name common wild plants, garden plants and different types of trees (deciduous and evergreen)?</p>
<p><b>HISTORY</b></p> 	<p>Our history topic, this term, is: <b>What is the role of a monarch?</b> Children will be exploring the following key questions: What qualities are needed to be a good monarch? What is a timeline and what is it used for? What is a family tree? How is the title of king or queen inherited? What is a medieval banquet? We will also be learning about some important British monarchs and will compare two monarchs e.g. Elizabeth I and Elizabeth II.</p>	<p>Perhaps your child could discuss their family tree?</p>
<p><b>GEOGRAPHY</b></p> 	<p>Our Geography topic this term, will be closely linked to our History topic: <b>Castles, Kings and Queens.</b> Children will learn to identify &amp; locate local castles and others settlements within the UK and look at land use: Why were castles built in specific locations? They will learn the names of castles in their local area and where they are located. Children will explore: Why are castles built in specific locations? They will use observational skills to look at the features of a castle and its surroundings.</p>	<p>Maybe your child could visit a local castle? Using maps (Google maps) and aerial photographs can they locate castles in their local area and within the UK?</p>
<p><b>DESIGN &amp; TECHNOLOGY</b></p> 	<p>This term we will be applying our science knowledge about materials, our maths knowledge of measures and 2D and 3D shapes, and our observational and drawing skills to investigate, design and make free standing structures. We will be thinking about how to design and make purposeful and functional structures and different ways of making them stronger and more stable. The children will be given a design brief and evaluate their own and others' products.</p>	<p>Can your child build their own structure at home? Can they find ways to make their structure stronger?</p>

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<p><b>ART</b></p>	<p>Linking with their History and Geography topic, and Design &amp; Technology, the children will be creating 3D models of castles in art this term. They will develop their understanding of form, texture and pattern by pulling apart and reconstructing basic 3D shapes. The children will also experiment with basic tools and media on different surfaces (materials and textures).</p>	<p>What can your child build from old cardboard boxes and food containers? How can they decorate it? What materials work well (paint/collage)?</p>
<p><b>RE</b></p> 	<p>In RE, we will be learning: <b>What do Hindus believe about God?</b> As part of the topic, we will be exploring the following questions: Do Hindus believe in one God? Why is Ganesh special to Hindus?</p>	<p>Can they tell you what Hindus believe about God?</p>
<p><b>PE</b></p> 	<p><b>Hockey:</b> In hockey this term we will be working on our basic skills in the first few weeks, including how to pass and dribble using the correct technique. We will use the push pass and drag pass, whilst practising our reverse and front stick dribbling. Further on into the term we will work on our shooting skills using push and drag techniques, finally working on team games and bringing all of our skills together.</p> <p><b>Rounders:</b> We will be working on our basic skills in rounders, including throwing, catching and batting. The children will practise applying these skills as they work together in a team, developing their skills in teamwork and sportsmanship.</p>	<p>Please ensure that your child wears their PE kit for school every Monday. We will be outside in all weathers (within reason) so appropriate clothing for our ever-changing weather is very important. As we move into summer with (hopefully) sunnier and warmer days, we must insist that your child wears a sun hat and has sun cream applied before school. Please ensure they bring a water bottle too.</p>
<p><b>PSHE</b></p> 	<p>This term in PSHE the children will be talking about friendship as well as learning how to identify and manage their own feelings and how they can help their friends to manage their feelings. They will be exploring what a community is and will be thinking about what we can do to help our community. We will also be recapping how to wash our hands correctly and we will be discussing how not washing our hands correctly can lead to germs spreading.</p>	<p>Perhaps you could discuss what community is with your child. Can they tell you how they could help our community? Please remind your child when and how to wash their hands correctly and reinforce the importance of this.</p>
<p><b>MUSIC</b></p> 	<p><b>Timbre:</b> During this topic, children will be exploring different ways to use their voice, body and instruments to make sounds and will be exploring high and low sounds. They will also be learning about the instruments of the orchestra.</p>	<p>Can your child tell you any instruments used in an orchestra? Can they identify loud and quiet sounds?</p>
<p><b>COMPUTING</b></p> 	<p>The children will continue to develop their generic and text skills, learning how to use the delete/backspace key if they have made a mistake and print work using the Print icon.</p>	<p>Please encourage your child to be safe when online. Use apps that support their learning. There are lots of amazing free apps and websites!</p>