



W H A T I S T H E  
W E A T H E R L I K E  
T O D A Y ?  
S U M M E R 1

What's The  
Weather  
Like Today?



# 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

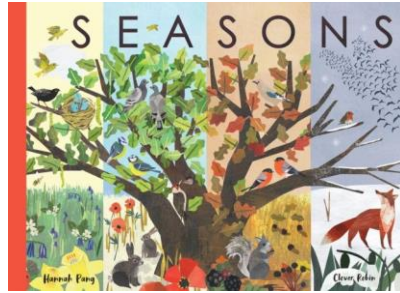




# W R I T I N G

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

Seasons by Hannah peng  
Non-fiction information text



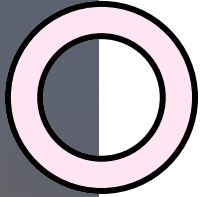
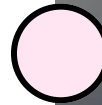
Our grammar focus will be:

- Questions
- Singular and Plural

Vocabulary:      Action sentences

Headings

Questions



# MATHS

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

- **Multiplication and Division**
- **Fractions**

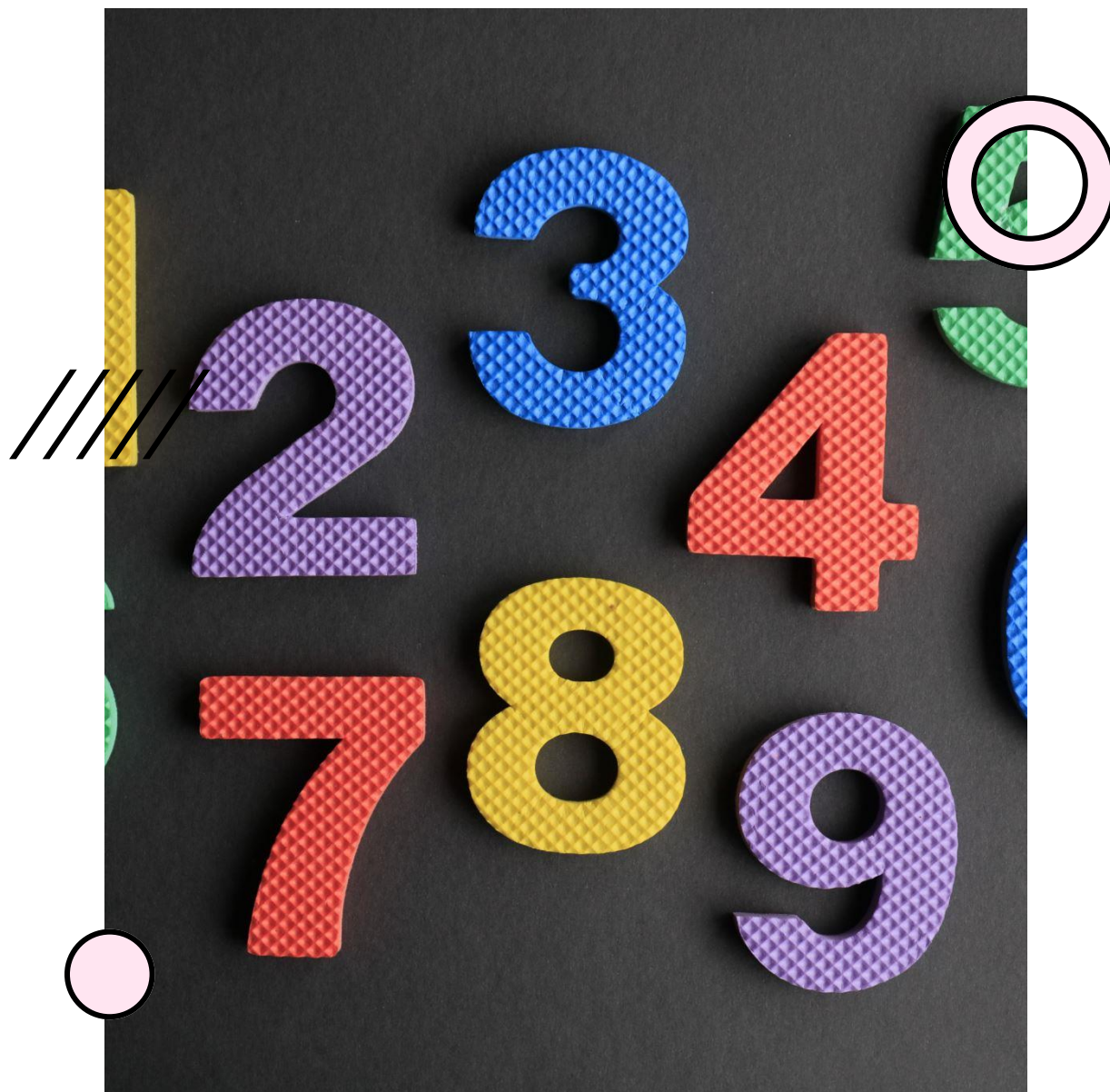
Vocabulary:

half

Count in

groups

quarter





# SCIENCE

We are learning: What differences do you notice about the seasons? ? The children will be learning how to:

- Name of all four seasons
- The different types of weather
- How to observe and describe weather associated with the seasons and observe changes across the four seasons
- How day length varies (using vocabulary like longer and shorter, mid-summer and mid-winter)



***In the UK, there are 4 seasons in the year: autumn, winter, spring and summer.***

## Vocabulary:

observe

record

changes

question



# G E O G R A P H Y

We will be learning about our place in the world and the weather patterns. The children will be learning to:

- Use world maps, atlases and globes to identify the UK and its countries.
- 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.



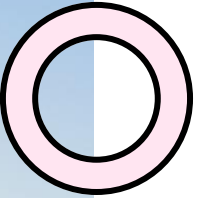
*The four countries in the UK are:  
England, Wales, Scotland and  
Northern Ireland.*

Vocabulary:

countries

locate

equator





# COMPUTING

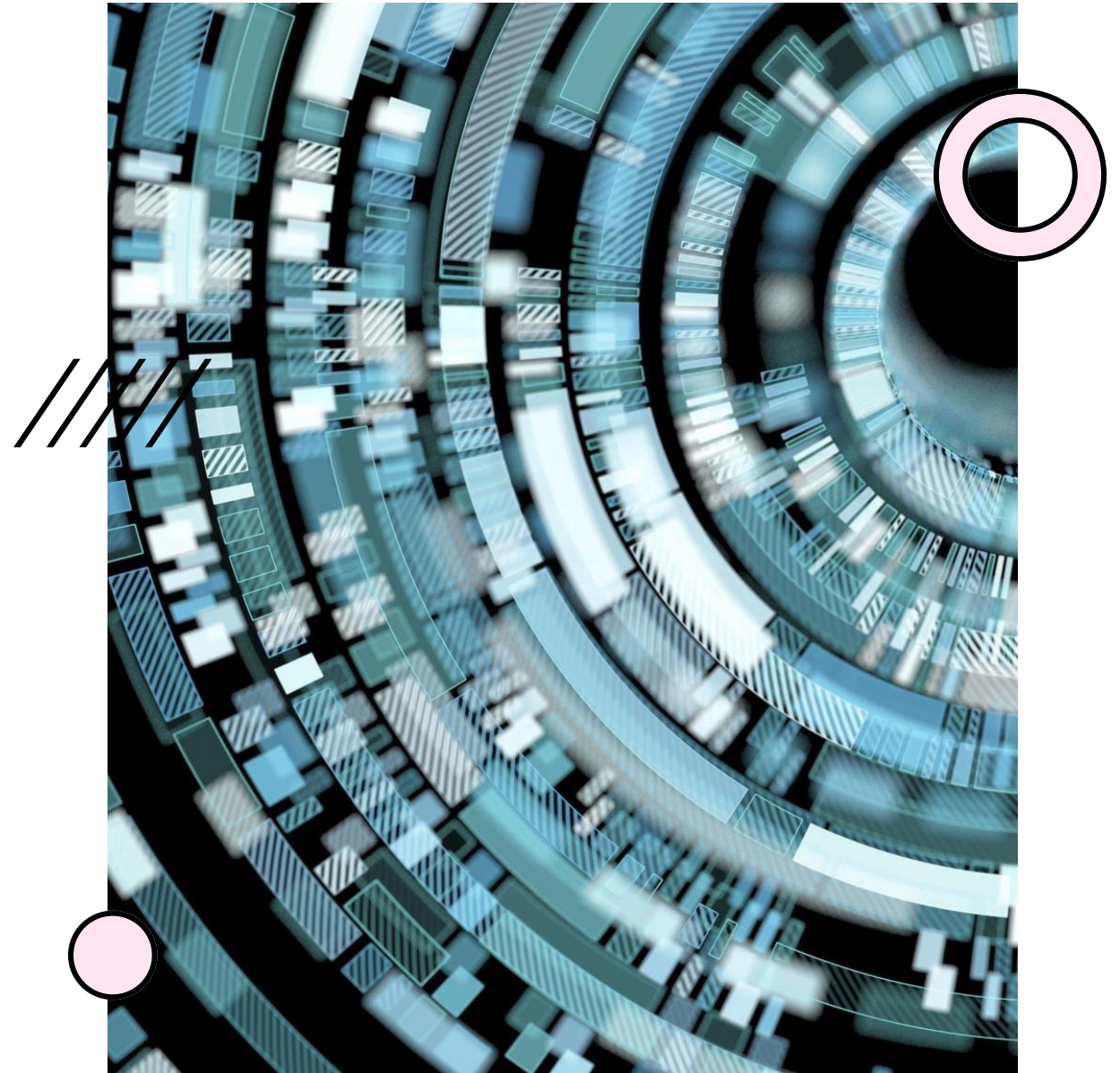
In computing we will be learning about creating media: digital writing. The children will be learning to:

- Creating media - Digital writing
- How to use a computer to write
- How to add and remove text on a computer
- That the look of text can be changed on a computer
- To make careful choices when changing text

Vocabulary: keyboard

font

cursor





# P . S . H . E

We will be learning about: Be Yourself! The children will be learning to:

- identify their own special traits and qualities.
- identify and name common feelings.
- select times and situations that make them feel happy.
- talk about what makes them feel unhappy or cross.
- explain how change and loss make them feel.
- understand the importance of sharing their thoughts and feelings.



I am special because ...

Vocabulary: feelings

unique

identify





## D.T.

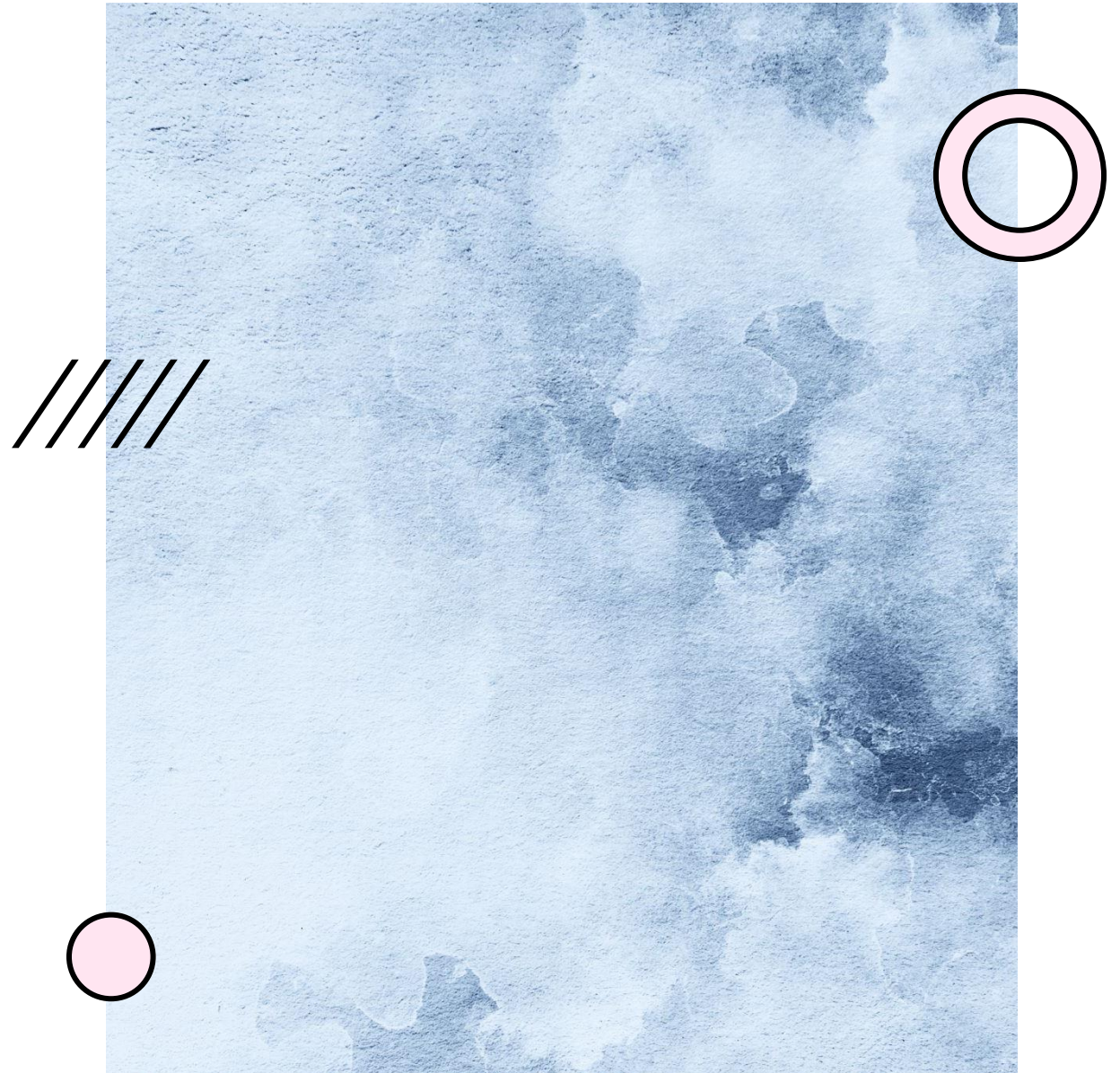
We are learning about: Mechanisms: Sliders and levers. The children will learn:

- Design, Make and Evaluate a moving picture
- Design: Pupils begin to understand the development of existing products: explain what they are for, how they work, what materials have been used.
- Make: Pupils begin to make their design using appropriate techniques.
- Evaluate: When looking at existing products, pupils explain what they like and dislike about existing products and why.

Vocabulary: mechanisms

create

explain





# R.E.

Christianity - God. Who do Christians say made the world? The children will know:

**Make sense of belief:**

- Retell the story of creation from Genesis 1:1-2:3 simply
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible
- Say what the story tells Christians about God, Creation and the world

**Understand the impact:**

- Give at least one example of what Christians do to say 'thank you' to God for Creation

**Make connections:**

- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live

Vocabulary:

faith

creation

belief

connections



# P. E.

We will be learning:

## **Fitness**

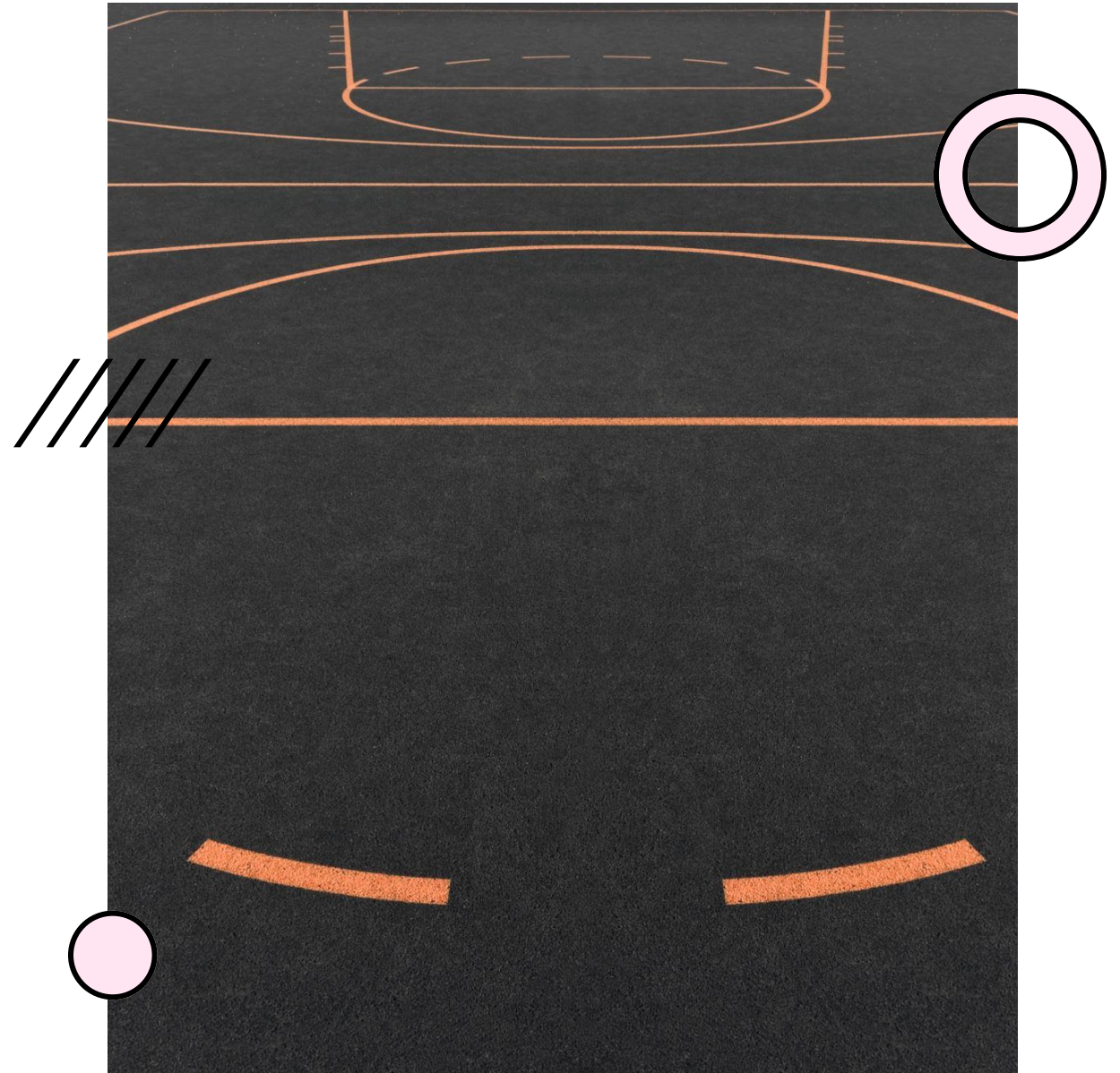
- To move at speed with control and in a safe way.
- To move on and across apparatus.
- To change direction with coordination. To balance with control - both when staying still and on the move.
- To perform a variety of jump combinations. To play and compete against others

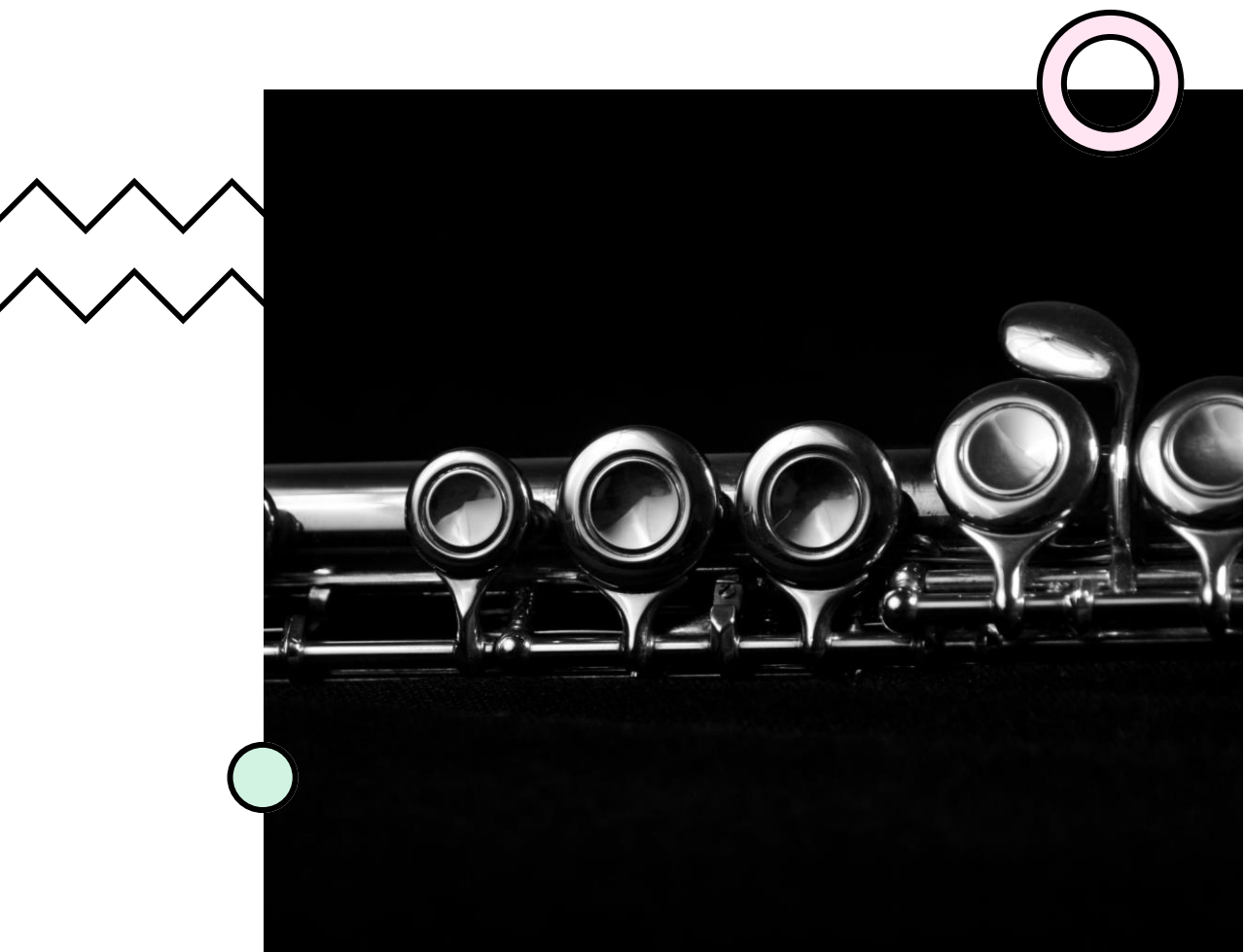
## **Netball**

- To move with a ball.
- To throw a ball.
- To roll a ball.
- To play in games against each other.
- To bounce a ball.
- To try find ways to win games.

Vocabulary: balance

route control





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

# MUSIC

In our music lesson we will be learning two components:

## **'Dancing and drawing to Nautilus'**

- Perform actions to music, reinforcing a sense of beat.
- Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.
- Develop awareness of duration and the ability to move slowly to music.
- Create art work, drawing freely and imaginatively in response to a piece of music

## **'Cat and mouse'**

- Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.
- Attempt to record compositions with stick and other notations.
- Sing and chant songs and rhymes expressively.
- Listen and copy rhythm patterns.

Vocabulary:

beat

symbols

movement





Our story time book is going to be 'Ruby's Worry'



Our focus music is based on 'Nautilus'



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

