






## Year 1 Home Learning – Summer 2

<b>Task to be completed over this half term</b>	<b>Early Reading / Phonics</b>		<b>Maths</b>		<b>Reading for pleasure</b>		<b>Creative project:</b> <b>Submission date: week of 13<sup>th</sup> July 2026</b>
	 <p>Help your child to login to their Essential Letters and Sounds E Library Account using the password you have been provided with separately.</p> <p>To best support your child learning how to read we ask that you read the online decodable text shared by the school 3+ times across the week. Your child will be praised and rewarded in school for their reading practise.</p> <p>Well done, to those children who have been receiving certificates for reading books in multiples of 10.</p> <p>Keep looking on Oxford Owl for books set to your child's reading book band.</p> <p>-Please ask if you have any problems with books or logging on.</p> <p>Additionally, the Phonics Decoding Screening Check is the week beginning 8<sup>th</sup> June, so we recommend lots of playing on the free games on <a href="http://www.phonicplay.com">www.phonicplay.com</a>.</p>		<p>We have been looking at adding and subtracting numbers within 100 using our number bonds to 20</p> <p>We recommend playing NumBots to practice adding within 20, and continuing to learn the facts by heart.</p> <p>We have also been practicing skip counting in 2s, 5s and 10s</p> <p>2, 4, 6, 8, 10, 12, 14, 16, 18, 20</p> <p>5, 10, 15, 20, 25, 30, 35, 40, 45, 50</p> <p>10, 20, 30, 40, 50, 60, 70, 80, 90, 100</p>		<p>This half term, we will be looking at the classic children's story, "The Tiger Who Came to Tea."</p> <p>You can find a link here: <a href="https://youtu.be/RjcxZemAxNI">https://youtu.be/RjcxZemAxNI</a></p> <p>Can you find and read some of these classic children's stories:</p>  <p>Don't forget you can use your Sora subscription to access online library books if a visit to the library is not possible: <a href="https://soraapp.com">https://soraapp.com</a></p>		<p>This half term we are learning about hot and cold areas (Antarctica vs Sahara). Create something to represent Antarctica or Sahara.</p> <p>You could:</p> <ul style="list-style-type: none"> <li>• Make a poster showing animals, weather and features.</li> <li>• Create a shoebox habitat of Antarctica or the Sahara.</li> <li>• Paint, draw or collage a desert landscape</li> <li>• Make a model of an animal that lives there e.g. penguin, camel</li> <li>• Create a fact book with pictures and facts</li> <li>• Make a suitcase of items you would need to take on a trip to Antarctica or the Sahara and why</li> <li>• Make a comparison chart showing how Antarctica and the Sahara are different</li> </ul>
<b>Spellings</b>	<b>w/b 8<sup>th</sup> June</b> many mouse could any said one into	<b>w/b 15<sup>th</sup> June</b> when should want children little Mrs of	<b>w/b 22<sup>nd</sup> June</b> love like buses friend ball out is	<b>w/b 29<sup>th</sup> June</b> your because Mr where were asked oh	<b>w/b 6<sup>th</sup> July</b> my house push so he pull put	<b>w/b 13<sup>th</sup> July</b> school Monday Tuesday Wednesday Thursday Friday Saturday Sunday	



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<p><b>In Geography</b>, we are learning about:</p> <ul style="list-style-type: none"> <li>- <b>Antarctica vs Sahara: hot and cold areas</b></li> </ul>	<p><b>In Science</b>, we are learning about:</p> <ul style="list-style-type: none"> <li>-<b>Plants</b>: how plants grow and how plants survive</li> </ul>	<p><b>Curriculum Overview</b></p> <p><b>Summer 2</b></p>  <p><b>Year 1</b></p>	<p><b>PSHE</b> we will be learning about:</p> <ul style="list-style-type: none"> <li>-<b>Growing and changing</b>: Recognising what makes them unique and special; feelings; managing when things go wrong</li> <li><b>Keeping safe</b>: How rules and age restrictions help us; keeping safe online</li> </ul>	<p><b>In RE</b>, we will be learning about:</p> <ul style="list-style-type: none"> <li>- Story through Christian and Hindu traditions.</li> </ul>
<p><b>In PE</b>, we are learning about:</p> <ul style="list-style-type: none"> <li>-<b>Health and Wellbeing</b></li> <li>- <b>Rackets, Bats and Balls</b></li> </ul>	<p><b>In Computing</b>, we are learning:</p> <p>Introduction to data</p>		<p><b>In Music</b>, we are learning about:</p> <ul style="list-style-type: none"> <li>-The Wispy Willow</li> <li>-The Jolly Rogers</li> </ul>	<p><b>In DT</b>, we are:</p> <ul style="list-style-type: none"> <li>-Mechanisms: Sliders and Levers</li> </ul>
<p><b>In English</b>, we use quality texts to drive the learning of reading and writing:</p> <p><b><u>Week 1</u> The Tiger Who Came to Tea – Judith Kerr</b>          Writing Outcomes: Narrative - an innovated narrative          Reading text -The Crocodile Under the Bed – Judith Kerr</p> <p><b><u>Week 2</u> Six Dinner Sid – Inga Moore</b>          Writing Outcomes: Diary of Sid’s week          Reading text - Flabby Tabby – Penny McKinlay</p> <p><b><u>Week 3</u> Peace at Last – Jill Murphy</b>          Writing Outcomes: Chronological report on how to go to bed          Reading text - Five Minutes Peace – Jill Murphy</p> <p><b><u>Week 4</u> Tigers</b>          Writing Outcomes: non chronological report          Reading text -One Night in the Zoo – Judith Kerr</p> <p><b><u>Week 5</u></b>  <b>A Dark, Dark Tale – Ruth Brown</b>          Writing Outcomes: Imitated narrative - (improve on the original)          Reading text - Not Now, Bernard – David Mckee</p>			<p><b>In Maths</b>, we will continue to develop our Arithmetic skills. We will also develop our skills and knowledge in:</p> <ul style="list-style-type: none"> <li>-Addition and subtraction</li> <li>-Money</li> <li>-Multiplication and division</li> <li>- Measures: Capacity and volume</li> </ul>	