

**Launch event**  
*Values for Victory*  
day

### Literacy

#### Spoken Language:

WALT Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  
WALT Listen and respond appropriately to adults and their peers  
WALT Use relevant strategies to extend their knowledge and understanding  
WALT Articulate and justify answers, arguments and opinions

#### Reading:

WALT Discuss word meanings, linking new meanings to those already known  
WALT Draw on what they already know or on background information and vocabulary provided by the teacher  
WALT Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

#### Writing:

WALT Read aloud their writing clearly enough to be heard by their peers and the teacher  
WALT Compose a sentence orally before writing it  
WALT Sequence sentences to form short narratives  
WALT Say out loud what they are going to write about  
WALT Re-read what they have written to check that it makes sense  
WALT Discuss what they have written with other pupils  
WALT Form lower-case letters in the correct direction, starting and finishing in the right place

### Personal, Social and Emotional Development

#### PSCHE: Changes

WALT Coping with an unexpected change  
WALT Getting better at their learning  
WALT Changing their behaviour for the better  
WALT Making the best of an unwelcome change

#### R.E.: Judaism - Are Rosh Hashanah and Yom Kippur important to Jewish children?

WALT Empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.  
WALT Say how it feels to say sorry and what I have said sorry for  
WALT Explain something that either Rosh Hashanah or Yom Kippur is about.  
WALT Choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.

### SUMMER TERM 2 Activities *Trekking to Tokyo* Year 1

### Mathematics

*Please see termly Success and Challenge cards*

### Physical Development

WALT Perform dances using simple movement patterns  
WALT Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

### Understanding of the World

#### Geography

WALT Use basic geographical vocabulary to refer to:  
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  
WALT Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  
WALT Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### Science: Seasonal Changes

Pupils should be taught to:  
- observe changes across the four seasons  
- observe and describe weather associated with the seasons and how day length varies.

#### Computing: iProgram

WALT Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  
WALT Create and debug simple programs  
WALT Use logical reasoning to predict the behaviour of simple programs

### Expressive Art and Design

#### Design and Technology

WALT Design purposeful, functional, appealing products for themselves and other users based on design criteria  
WALT Select from and use a range of tools and equipment to perform practical tasks  
WALT Build structures, exploring how they can be made stronger, stiffer and more stable

#### Music

WALT Experiment with, create, select and combine sounds using the inter-related dimensions of music.