



Lyonsdown School
Pride of Place
1H Curriculum Synopsis – Summer Term 2020



Lyonsdown Learning: Collaboration and Reflection

Please ensure that all content is reviewed and updated if nec and that dates for events, trips, visitors etc have been updated to this year.

Message from Mrs Hicks

Welcome back to the final term of this academic year. I hope that you all had a relaxing and enjoyable break and made the most of the days when we had some good weather. Thank you for all of your support last term, the children certainly worked hard and grew in confidence and skill throughout the term. Yet again, we have another busy and exciting term ahead of us.

A trip to Barnet Environmental Centre takes place on Tuesday 25th June to support our science curriculum. The annual Sports Day is on Friday 28th June and our school fete is on Saturday 22nd June.

Please continue to write in your child's diary, if you have any questions or contact me, if you want to arrange a meeting at any point, which can take place face to face or over the phone, if that is more convenient for you.

Thank you for your continued support in advance and I look forward to the term ahead.

Mrs Hicks

ENGLISH – Mrs Hicks

The Curriculum:

The first half of the term, the children will focus on studying 'Tiddler' by Julia Donaldson. They will:

- identify the main character in the story and research specific information about the character
- explore the effect of patterns of language and repeated words and phrases
- distinguish between fiction and non-fiction texts and the different purposes for reading them
- make predictions showing an understanding of ideas, events and character
- retell stories, ordering events using story language
- convey information and ideas in simple non-narrative forms
- use key features of narrative in their own writing
- listen with enjoyment to a story, sustain attentive listening and respond to what they have heard with relevant comments, questions or actions
- take turns to speak, listen to others' suggestions and talk about what they are going to do
- explain their views to others in small groups
- learn what a 'report' is and how to write a simple one
- learn what a 'diary' is and how to write one correctly
- To learn what a 'caption' is and how to write one correctly.

During the second half of the term, the children will be studying a unit of work on Julia Donaldson and exploring some poetry. They will:

- read and explore a variety of Julia Donaldson stories
- compare them to Tiddler and look for similarities and differences
- listen with enjoyment to a story
- respond with comments, thoughts, opinions and questions
- become familiar with these stories, retelling them and recognising and joining in with predictable phrases
- explore and appreciate rhymes and poems
- identify repeated words and phrases and explore rhyming words

Phonics, word building, handwriting, grammar and reading sessions will continue to take place daily in a variety of ways.

How you can help at home:

1) Find out about life under the sea from a variety of information and non-fiction books. This will support our work on the story of 'Tiddler' by Julia Donaldson. You could make a scrapbook on life under the sea and stick pictures, drawings, photos as well as facts and information that you have found out.

2) Explore as many books by Julia Donaldson- can you spot any similarities or differences? Who illustrated her other books? Which ones do you like? Dislike? Why?

3) Revise all the sounds and spellings covered in the past two terms as well as to continue to learn to spell all the tricky words. There are plenty of online interactive games that would support phonic and spelling work if you have access to the internet. Remember to stay safe.

4) Ensure your child uses the correct pencil grip when they write and colour in at home and that they form their letters correctly. This will be essential preparation work for when they start to learn how to join up their letters during this term.

MATHS – Mrs Hicks

The Curriculum:

The children develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. Each maths lesson begins with a mental and oral starter which includes: counting, number bonds and other skills that need constant and regular practice. Numeracy lessons this term cover these areas:

- **Number and place value** - Read and write numbers from 1 to 20 in numerals and words. Count, read and write numbers to 100 in numerals. Begin to recognise the place value of numbers beyond 20 (tens and ones). Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most and least. Identify one/ten more and one/ten less from a given number. Order numbers to 50 and solve problems and practical problems involving all of the above.
- **Addition and subtraction and statistics** – Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve simple one –step problems that involve addition and subtraction and missing number problems, such as $7 = _ - 9$. Present and interpret data in block diagrams using practical equipment. Ask and answer simple questions by counting the number of objects in each category. Ask and answer questions by comparing categorical data.
- **Measurement – capacity/volume**- Compare, describe and solve practical problems capacity/volume (full/empty, more than, less than, quarter). Measure and begin to record capacity and volume using non-standard and then standard units (litres and ml) within children’s range of counting competence.
- **Fractions**- Understand that a fraction can describe part of a whole. Understand that a unit fraction represents one equal part of a whole. Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure). Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
- **Position, direction and time**- Describe and position, directions and movements, including half, quarter and three-quarter turns. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Quarter to and quarter past will be taught to those who are ready.
- **Shape**- Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles. Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.
- **Time**- Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. Measure and begin to record time (hours, minutes, and seconds). Compare, describe and solve practical problems for time (quicker, slower, earlier, and later).
- **Multiplication and division**- Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays.
- **Subtraction** – difference in context of measurement or statistics- Subtract one-digit and two-digit numbers to 20 using ‘difference’ as finding how many more to make (using concrete objects and pictorial representations). Solve problems involving how many more to make. Present and interpret data in block diagrams using practical equipment. Ask and answer simple questions by counting the number of objects in each category. Ask and answer questions by comparing categorical data.

- **Measurement** - Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children's range of counting competence. Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than). Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children's range of counting competence. Solve practical problems for lengths, heights and masses/weights.
- **Sorting** - Recognise and create repeating patterns with numbers, objects and shapes. Identify odd and even numbers linked to counting in twos from 0 and 1.
- Sort objects, numbers and shapes to a given criterion and their own.

There will be a whole school problem solving day on Monday 13th May run by The Happy Puzzle Company that your daughter will take part in.

How parents can support at home:

Understanding number

As children's knowledge of number develops, you can ask them to count in 2s, 5s and 10s. Ask them to sort objects, making groups of 3, 4, 5 or 6 things. Then ask them to make '8' as many ways as they can (e.g. 4 and 4; 5 and 3; 2 and 6). Play matching games with number fridge magnets and objects. Match the fridge magnet to the correct number of things (e.g., the '8' magnet with 8 objects). Ask your child to look at dominoes and find all the ones that have a certain total: *'Find all the dominoes that have 10 dots altogether.'* Then ask them to find a domino with more or less than that number of dots.

Practising times tables

Find times to sing and chant times tables together – in the car or on the walk to school.

Ask your child to explain their thinking and how they worked out an answer: *'How did you know that?'* Ask questions that encourage your child to sequence and plan: *'What are you going to do first?'*

Estimating and measuring

Use a stop clock to time how long it takes to do everyday tasks (e.g. how long does it take to get dressed?). Encourage your child to estimate first. Ask: *'How long do you think it will take us to walk to the shop?'*

Other things you can estimate first and then find are:

- something that is longer, shorter, lighter or heavier, than a chosen object
- how many crayons end-to-end would go from the sofa to the door
- which will take longer, to walk to the door or write your name
- how many minutes before your food comes after you order
- how many pennies it will take to cover a book cover

Play games

Play games that involve number, such as bingo, dice and card games. Board games such as 'Snakes and Ladders' can help with counting forwards and backwards. Play

'Guess My Shape'. Think of a shape. Your child asks you questions to see if they can guess the shape but you can only answer 'yes' or 'no'.

Online Games – If you have online access, there are many good interactive games and activities to practice maths. Please remember to support your child and ensure they stay safe.

SCIENCE – Mrs Hicks

Growing Plants

Children will find out by:

Identifying and labelling the parts of a plant

Recognising some common plants and where they grow

Thinking about what plants need to grow and how to look after them

Growing a plant and recording data

Learning that most plants grow from seeds

Learning that plants provide a range of foods

Trip to Barnet Environmental Centre

Science will be taught using large discussion books and videos as well as by carrying out investigations and experiments.

Homework:

Encourage further reading or discussion of our topics.

TOPIC – Mrs Hicks

Where in the World is Barnaby Bear?

The children will be exploring different countries and capital cities from around the world by following a jet setting bear called Barnaby Bear. Barnaby will make visits to Florida, Spain, France, Egypt, Australia, India, Brazil, North Pole and the city of London. The children will be identifying countries on a map and learning what a passport is. They will also explore different types of transport, food and weather, recognise iconic places and landmarks as well as learning simple facts and information about the

countries Barnaby Bear visits.

Homework:

You can help your child by visiting the library and finding some basic non-fiction books on maps (UK and the world) and the countries listed above to help develop their understanding and general knowledge. Make a scrap book and stick information, photos, pictures and/or drawings that you have collected about the royal family or a country. Visit London and some of the iconic landmarks that will help your child expand their knowledge and understanding of the royal family and countries from around the world.

RE – Mrs Hicks

Our topic this term is **Judaism**

We will cover a unit of work on Judaism and explore in more detail:

- The synagogue
- The rabbi
- Shabbat
- The mezuzah
- Hanukkah (festival, games and lights)
- Passover
- Moses

We will also explore a variety of Jewish artefacts and resources to support our learning and the unit of work will conclude with a visitor.

ART & DT – Mrs Cowie & Mrs Hicks

ART (Mrs Cowie)

In the first half of this term, pupils will investigate the artwork of artist, Claude Monet. They will reinforce their knowledge of mixing secondary colours and create their own paintings inspired by Monet's garden; they will also practise their observational drawing skills. After half term, the children will then cover a unit of work based on Wassily Kandinsky's concentric circles paintings and learn about complementary colours.

How to help at home:

A visit to the National Gallery or another gallery to see some original work would be highly beneficial and inspirational. There is no better way to appreciate the wonderful use of colour, depth of paint and brushstrokes than up close!

Go for a spring walk or enjoy looking at the trees and plants in your garden together. Look at the different shapes and colours and encourage your child to try drawing them.

DT

The children will cover a unit of work on Textiles, which will link with their literacy work. They will plan and design their own cushion before sewing and decorating it according to their design plan. They will evaluate their final piece. The cushion will also link to our antithetical school project.

MUSIC – Mrs Roberts

We will be looking at the musical elements, in particular, pitch and exploring different sounds, focusing on developing an understanding of pitch through singing, body percussion and reading scores.

We will explore sounds through a variety of activities both aural and practical as well as learning how music can be used to tell a story. Our topics this term are 'Story time' and 'Seasons'.

Pupils will begin to understand the concepts of musical notation in a basic form through singing and basic written exercises using mini whiteboards with musical staves. We will be singing a variety of songs including:

- * Three little pigs rap performance leading to The Magic Porridge Pot – the musical!
- * Let the sun shine high
- * Cuckoo in the tree and listening to The Cuckoo from The Carnival of the Animals

How parents can support at home:

At home, you can support what your child is learning at school by singing these songs with them and have fun doing the actions, which your child can teach you! You can tune into Classic FM and when you hear a piece of music you can ask your child if the sounds they can hear are high or low and even ask them what instruments they can hear playing. Ask them to march or clap the beat of the music and talk about whether the music is fast or slow, whether it stays the same speed all the time and is the music loud or soft! You can also ask them to develop a story when listening to a piece of music based on what they are listening too.

COMPUTING – Miss Arlow

This term work will include:

- Continuing work to improve mouse and keyboard skills.
- The information around us – recognising that information can be presented in a variety of forms – pictures, maps, labels, words, signs, sounds and icons.
- Sequencing, robot control and coding.
- Describing algorithms as steps in solving any problem. Describing algorithms of simple real-life tasks.
- Using technology safely and purposefully to create, organise, store, manipulate and retrieve digital content
- Developing a basic understanding of computers and networks.

How parents can support at home:

Take time to explore the online games and services that your children are using, or want to use, and look out for any safety features that may be available. It is best if young children are supervised when using the Internet and that you continue to discuss safety issues with them and what to do if there are any problems.

- Continue to try some simple coding games at home such as Scratch Junior.
- Please observe your child using a mouse and keyboard and continue to check for correct mouse hold and extend the use of the keyboard at home. Finding the letters on the keyboard is a skill that also requires much repetition to master. Simple games that use the computer keyboard to find letters can be linked with phonics, spelling and reading work. <http://www.bigbrownbear.co.uk/keyboard/keys.swf>

PE – Miss Doyle

Athletics

During the summer term, all children will be exploring running, jumping and throwing activities and take part in simple challenges and competitions. They will experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. We will be focusing on developing these skills in preparation for Sports Day on 5th June.

Running & Walking (Sprinting)

- developing awareness of speed & distance
- learning to run in a coordinated & fluent way
- learning to run at different speeds for short & longer durations

Running Over Obstacles (Hurdles)

- developing spatial awareness

- learning to run in a coordinated & fluent way over obstacles
- learning to run at different speeds over obstacles

Throwing for Distance (Shot Put / Javelin)

- developing awareness of distance & weight
- learning to throw in a coordinated way for distance
- learning to throw a range of different throwing implements

Throwing for Accuracy (Shot Put / Javelin)

- developing awareness of distance & weight
- learning to throw in a coordinated way for accuracy
- learning to throw a range of different throwing implements

Jumping for Height & Distance (Long Jump)

- developing awareness of distance & height
- learning to take off & land in a coordinated & controlled way
- learning to jump in a variety of different ways
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Rounders/Cricket

All children will also be practising their Rounders and Cricket skills including throwing, catching, fielding and batting.

How parents can support at home:

Please ensure your child has their full clean PE kit in school including a pair of white socks that are kept in the PE bag (not their school socks). Please also ensure your child's kit and shoes all fit them correctly in order for them to be able to fully participate in their lessons.

Spanish – Madame Walker

We will learn about the beach and the transport. We will sing songs about these topics and will learn how to say and write words related to both topics like the sun, the sea, the car, the train and so on...

How parents can support at home:

Encourage your child to put their French vocabulary to use at home too. The BBC provides a free online resource of basic games for children in French:

www.bbc.co.uk/schools/primarylanguages/french/families/games