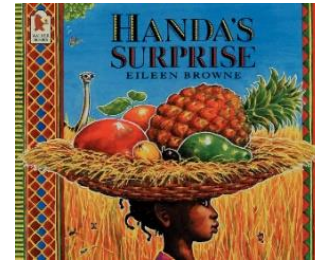
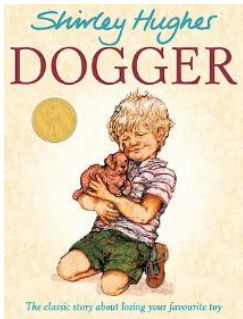


Summer 1:

Texts:



Home learning:

- Read at least 4 times a week at home (Reading record to be signed by an adult).
- Spelling (Yr 1 and 2)
- TT rockstars (Yr 1 and 2)
- Active learn phonic activities (Reception)

Literacy: Letter writing, newspaper / report writing, Story writing and Description writing

Maths: Yr1: Multiplication and division / fractions **Yr2:** Fractions and time **Reception:** Addition and subtraction, doubles and halving, number bonds to 10, evens and odds up to 10, sharing equally.

| Subject: | Subject topic: | Topic specific vocabulary: | Sticky knowledge / skills: |
|-----------------|-----------------------|---|---|
| Science Yr2 | Changing shape | <ul style="list-style-type: none"> - Changed - squashing, bending, twisting and stretching - investigate - simple tests - fair testing | <p>In this unit children will work towards answering the Quest question 'How can we make art from changing the shape of materials?' They will create a piece of artwork that applies the skills and knowledge developed in the unit. Children will learn that the shape of materials can be changed by squashing, bending, twisting and stretching. They will also explore how twisting can be used to make threads stronger and identify which materials bend or squash most easily.</p> |

| | | | |
|--|--|--|---|
| | | <ul style="list-style-type: none"> - recording | Working Scientifically, children will investigate how materials can be grouped according to their properties. They will have the opportunity to perform simple tests to find the stretchiest material and observe how silly putty changes over time. |
| Science Yr1 | Identifying materials | <ul style="list-style-type: none"> - Materials - wood, metal, plastic, rubber, fur, towelling, nylon, wool, sponge, cotton wool, paper, card, brick, ceramics, rock and some liquids and powdered solids - manufactured - Man made - Unsuitable. | <p>In this unit children will have identified and named common types of materials including wood, metal, plastic, rubber, fur, towelling, nylon, wool, sponge, cotton wool, paper, card, brick, ceramics, rock and some liquids and powdered solids. They will have labelled, collected and grouped together objects made from the same material. They will state that different objects can be manufactured from the same materials. They will say why some materials are unsuitable for some objects.</p> <p>Working scientifically, children will have tested the properties of different liquids. They will have investigated which materials are good to wrap and protect a hollow chocolate object being sent through the post.</p> |
| Understanding the World Reception | Forest school | <p>Continued development of tool work and fires</p> <p>Exploring the sensory landscape of summer - smells, colours and shapes - using the Sensory Cards</p> <p>Exploring leaves - the shapes and forms and identifying the native trees on site.</p> <p>Mini beast identification - using a focus on number of legs. No legs ; snails and worms; 6 legs true insects eg bees, flies, beetles and butterflies; 8 legs - spiders and harvestmen; many legs - millipedes, centipede and woodlice.</p> | |
| RE Yr1 and 2 | Who is Jewish and what do they believe? | <ul style="list-style-type: none"> - Mezuzah - Jewish - Judaism - Shabbat - Chanukah | <p>Talk about how the mezuzah in the home reminds Jewish people about God</p> <ul style="list-style-type: none"> • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat • Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means. |
| RE Reception | Why is the word God so important to Christians? (God/Creation) | <ul style="list-style-type: none"> - Create - Creation - creator - Creative - God | For Christians the word 'God' is important as the name of someone very important: the Creator of the universe and all that is in it, including people and animals. It is important to draw inferences from the story as to what God is like. The work draws on 'Why did God make jellyfish?' By Kathy Bigio (Spring 2006) |

| | | | |
|----------------------------|--|---|--|
| | | - Christians | |
| History Reception | What are our favourite Celebrations each year? | - Favourite - Celebrations - Annually - Yearly | Discuss celebrations, family traditions explain what they are and why they like them. Children to listen to others inputs and develop the understanding that we can all have different thoughts about what we like and dislike and sometimes this may be similar or different. |
| History Yr 1 and 2 | Famous people. | - Significant individuals - Significant events - Changes in history - Past | Richard Arkwright (recap) - the impact this person had on our lives today. Neil Armstrong (recap)- the impact this person had on our lives today. Rosa Parks (recap) – the impact this person had on our lives today. |
| Geography | | | |
| PE | Invasion Games | - Teamwork - Invasion games - Being part of a team - | Teamwork Remembering a set of rules for invasion games Being supportive Taking part Being active within the game |
| Art | Exploring water colour | - Exploring - Imaginary - Reflecting - Lines - Shapes - Liquid - Absorbing - running | That watercolour paint has special characteristics. That we can use the elements of surprise and accident to help us create art. That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery. |
| DT | | - | - |
| Computing Reception | General skills | - Log on - Password - Username - Laptop - Mouse pad - Keyboard | Using a laptop Logging on and off Typing in the password Opening up Active Learn Opening up Purple Mash |

| | | | |
|-------------------------------|--------------------|--|---|
| | | <ul style="list-style-type: none"> - Screen - Home button - Enter button - click | Logging on to Active learn and purple mash independently. |
| Computing Year 1 and 2 | Coding | <ul style="list-style-type: none"> - algorithm - Design - Program - Sequence - Function - debug | <p>To understand what an algorithm is.</p> <p>To create a computer program using an algorithm.</p> <p>To create a program using a given design.</p> <p>To understand the collision detection event.</p> <p>To understand that algorithms follow a sequence.</p> <p>To design an algorithm that follows a timed sequence.</p> <p>To understand that different objects have different properties.</p> <p>To understand what different events do in code.</p> <p>To understand the function of buttons in a program.</p> <p>To understand and debug simple programs</p> |
| Music | High and low | <ul style="list-style-type: none"> - Pitch - High - Low - Pitch patterns - Instruments - Voice | <p>This term, the children will be identifying and describing pitch. They will explore the sounds created by a variety of different instruments and voices, describing their pitch and timbre. They will play simple listening games and identify simple pitch patterns in a range of songs and music, recognizing when the pitch gets higher or lower. They will use a variety of tuned and untuned percussion instruments and compose simple sound effects to accompany sections of a story. They will compose pitch patterns and represent these using creative graphic notation tools such as pipe cleaners and coloured cubes! They will finish the term by preparing songs and music for a class performance.</p> |
| PSHE | Exploring emotions | <ul style="list-style-type: none"> - Feelings - Emotions - Behaviour - Big feelings - Trusted adults - Managing feelings - Mental and physical health | <p>Naming different feelings.</p> <p>Explaining how to recognise different feelings.</p> <p>Recognising that feelings can affect the way we think, feel and behave.</p> <p>Talking about how to recognise what others might be feeling.</p> <p>Recognising that not everyone feels the same about the same things.</p> <p>Naming a range of words to describe feelings.</p> <p>Talking about things that help people's mental/physical health.</p> <p>Identifying ways to manage big feelings.</p> <p>Recognising when they need help and understand how to ask for help.</p> |