**Date:** Summer Term (1) **Teacher:** Mrs Olsson

Topic focus: Schools Days

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|  | **Week 1** | **Week 2**  | **Week 3** | **Week 4** | **Week 5** |
| Maths Year 1: Position and DirectionTime | Describe position, direction and movement, including whole, half, quarter and three-quarter turns. | Sequence events in chronological order using language (for example, 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. | Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds). | Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half); mass/weight (for example, heavy/light, heavier than, lighter than); capacity and volume (for example, full/empty, more than, less than, half, half full, quarter); time (for example, quicker, slower, earlier, later). |
| Maths Year2: Position and DirectionTime | •Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). | Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. | Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. | Know the number of minutes in an hour and the number of hours in a day.Compare and sequence intervals of time. | Compare and sequence intervals of time. |
| English*Poems*LettersInformation text | **Poems****Year 1**Using letter names to distinguish between alternative spellings of the same sound. Add suffixes using -ing, -ed, -er and -est as the plural marker for nouns. Saying out loud what they are writing**Year 2:** Learn new ways of spelling phonemes. Add suffixes to spell longer words (-ment, -ness,-ful, -less, -ly)Spell common exception words.Write down ideas and /or keywords, including new vocabulary. *Explore poems and identify rhyming words and explain how they are rhyming words.* *Create different rhyming words using suffixes e.g. bouncer, shouter, taller, smaller, helpless, useless, speechless linked to school life* | **Poems** **Year 1:** Using letter names to distinguish between alternative spellings of the same sound. Add suffixes using -ing, -ed, -er and -est as the plural marker for nouns. Saying out loud what they are writingRead aloud their writing clearly enough to be heard by their peers and teacher. Re-read what they have written to make sure it rhymes. **Year 2:**Add suffixes to longer words. Learn new ways of spelling phonemes. Develop positive attitudes towards and stamina for writing poetry. Encapsulating what they want to say, sentence by sentence. Plan or say out loud what they are going to write. *Create lines that contain rhyming words linked to school life.*  | **Letters** **Year 1:**Spell days of the week. Use suffixes -ing, -ed, -er and -est.Write from memory simple sentences.Compose a sentence orally.Re read what they have written makes sense. Begin to punctuate sentences. **Year 2:**Spell common exception words Learn new ways of spelling phonemes. Apply spelling rules. Consider what they are going to write by planning or saying out loud. Write down their ideas. Learn how to use sentences with different forms: statement, question, exclamation, command. Subordination and co-ordination. | **Letter****Year 1:**Spell days of the week. Use suffixes -ing, -ed, -er and -est.Write from memory simple sentences.Compose a sentence orally.Sequence sentences.Re read what they have written makes sense. Begin to punctuate sentences. Join words and joining clauses using and.**Year 2:**Spell common exception words Learn new ways of spelling phonemes. Apply spelling rules. Consider what they are going to write by planning or saying out loud. Write down their ideas. Learn how to use sentences with different forms: statement, question, exclamation, command. Subordination and co-ordination.Evaluating their writing with the teacher and other pupils.Develop positive attitude towards and stamina for writing a letter.  | **Information text (About Worms)****Year 1:**Say out loud what they are writing.Discuss what they have written with the teacher and other pupils. Begin to punctuate sentences. Join words and joining clauses using and.**Year 2:**Spell common exception wordsDevelop positive attitude towards and stamina for writing about real events. Consider what they are going to write by planning or saying out loud. Write down their ideas. Learn how to use sentences with different forms: statement, question, exclamation, command. Subordination and co-ordination.Evaluating their writing with the teacher and other pupils |
| Class reader**The Smartest Giant in Town / Superworm** Poetry: Michael Rosen: **Where does the Bounce come from?**Guided reading text**Whiffy Wilson: The wolf who wouldn’t go to school**Reading Vipers focus: **R**etrieval | **Michael Rosen** **Year 1**Learning to appreciate rhymes and poems, and to recite some by heart. Listening to and discussing a wide range of poems, at a level beyond that at which they can read independently. Read words containing taught GPCs and -s, -es, -ing, -ed and -est**Year 2:** Listening to, discussing and expressing views about a wide range of classic poetry. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Participate in discussions about poems. Explain and discuss their understanding of poems Reading words with suffixesDiscuss favourite words and phrases. *Analyse the poem, discuss rhyming words, create ways to perform it.*  | **Whiffy Wilson****Year 1:** Apply phonics to help decode words. Read accurately by blending sounds in unfamiliar wordsRead common exception words. Discuss the significance of the title and events. **Year 2**Read accurately by blending the sounds in words that contain graphemes taught. Read accurately words of two or more syllables. Predicting what might happen. Explain and discuss their understanding of books.  | **Whiffy Wilson** **Year 1:** Apply phonics to help decode words. Read accurately by blending sounds in unfamiliar wordsRead common exception words. Listening to and discussing stories.Discuss word meanings, linking new meanings to those already known. Discuss the significance of events **Year 2:**Read accurately by blending the sounds in words that contain graphemes taught. Read accurately words of two or more syllables. Read further common exception words, noting unusual correspondence between spelling and sound.Answering and asking questions.Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.  | **Whiffy Wilson** **Year 1:** Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read other words of more than one syllable. Listening to and discussing stories.Discuss word meanings, linking new meanings to those already known. Discuss the significance of events**Year 2:**Read accurately by blending the sounds in words that contain graphemes taught. Read accurately words of two or more syllables. Read further common exception words, noting unusual correspondence between spelling and sound.Answering and asking questions.Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.Participate in discussion about books, taking turns and listening to what others say. | **Whiffy Wilson** **Year 1:** Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read other words of more than one syllable.Listening to and discussing stories.Discuss word meanings, linking new meanings to those already known. Discuss the significance of events**Year 2:**Read accurately by blending the sounds in words that contain graphemes taught. Read accurately words of two or more syllables. Read further common exception words, noting unusual correspondence between spelling and sound.Answering and asking questions.Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.Participate in discussion about books, taking turns and listening to what others say.  |
| SciencePlants | **What they know and Seasonal changes in plants**Observing closely, using simple equipment.Asking simple questions and recognising that they can be answered in different ways. **Year 1:** Identify and name a variety of common wild and garden plants. Year 2:Identify and name a variety of plants.  | **Identifying plant**Using their observations and ideas to suggest answers to questions. **Year 1:** Identify and name a variety of common wild and garden plants. Year 2:Identify and name a variety of plants.  | **Plant parts and diagram**Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions (label the plant diagram)**Year 1:** Identify and describe the basic structure of a variety of common flowering plants, including trees. **Year 2:** Observe and describe how seeds and bulbs grow into mature plants.  | **Seeds and bulbs**Asking simple questions and recognising that they can be answered in different ways. Observing closely (overtime), using simple equipment. **Year 1;**Identify and describe the basic structure of a variety of common flowering plants, including trees. **Year 2:**Observe and describe how seeds and bulbs grow into mature plants.Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  | **Investigating leaves** Observing closely, using simple equipment. Performing simple tests.  |
| R.EGospel (Digging Deeper) What is the good news that Jesus brings?  | Outline the timeline of the ‘big story’ of the Bible (God, Creation, Incarnation, Salvation and Gospel)explore a range of religious stories and sacred writings and talk about their meaningsAsk and respond imaginatively to puzzling questions, communicating their ideas. Explore story Luke11: 9-13. And think about what the story means.  | .Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.Begin to use a range of religious words. Ask and respond imaginatively to puzzling questions, communicating their ideas.  | Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness. Begin to use a range of religious words. Ask and respond imaginatively to puzzling questions, communicating their ideas.  | Identify what matters to them and others, including those religious commitments, and communicate their responses. Begin to use a range of religious words. Ask and respond imaginatively to puzzling questions, communicating their ideas.  | Identify what matters to them and others, including those religious commitments, and communicate their responses. Begin to use a range of religious words. Ask and respond imaginatively to puzzling questions, communicating their ideas.  |
| Geography |  |  |  | Use basic geographical vocabulary to refer to physical and human features. Use aerial photographs to recognise basic human and physical features. Use simple fieldwork and observational skills to study the geography of school and its 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. Use simple fieldwork and observational skills to study the geography of school andgrounds using key human and physical features. Discuss the address of the school including the road, village, county and postcode. Use Google Earth to look at the UK from above. Type in school’s postcode and use Street View to locate the playground, nature garden, car park etc. Tour of the school to look at features; classroom, hall, playground, kitchen, office – how is the area used? | 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. Use simple fieldwork and observational skills to study the geography of school and its grounds using key human and physical features.Discuss routes to and from school – what human and physical features do you pass?Walk around school grounds, labelling on map human and physical features.Create own map including keys. |
| History |  | Significant historical events, people and places in their own locality.Changes within living memory.Trip to Beamish. | Significant historical events, people and places in their own locality.Changes within living memory.Recap on memorable experiences (parent visit and trip to Beamish). Recap timeline of school events.Use photographs and old workbooks to discuss why they think they are an important part of the schools history. |  |  |
| Art | Exploring street views.Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. | Similar or differentLearn about the work of a range of artists ,craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | Significant Artist (James Rizzi)Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | Exploring colourDevelop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | Exploring formUse a range of materials creatively to design and make products. |
| DT | Investigating sources of food.Understand where food comes from. | Preparing fruits and vegetables.Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). | Exploring salads.Use the basic principles of a healthy and varied diet to prepare dishes. | Designing a supermarket sandwich.Design purposeful, functional, appealing products for themselves and other users based on design criteria. | Making a supermarket sandwich.Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. |
| P.E.Athletics Gymnastics | 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. |
| Music | CharangaFriendship songUse voices expressively and creatively by singing songs and speaking chants and Rhymes.listen with concentration and understanding to a range of high-quality live and recorded music.  | CharangaFriendship songUse voices expressively and creatively by singing songs and speaking chants and Rhymes. listen with concentration and understanding to a range of high-quality live and recorded music | CharangaFriendship songUse voices expressively and creatively by singing songs and speaking chants and Rhymes. listen with concentration and understanding to a range of high-quality live and recorded music | CharangaFriendship songUse voices expressively and creatively by singing songs and speaking chants and Rhymes. use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically | CharangaFriendship songUse voices expressively and creatively by singing songs and speaking chants and Rhymes. use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically |
| PSHE | Please teach me to…form positive relationships with family and friendsFamilies and Close Positive RelationshipsR1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. | Please teach me to…try to solve friendship problems when they occur. Friendships R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy | Please teach me to… help others to feel part of a group. Friendships R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy | Please teach me to…..show respect in how I treat others. Managing Hurtful Behaviour and Bullying R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult | Please teach me to… how to help others when they are feeling hurt or upset. Managing Hurtful Behaviour and Bullying R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult  |
| French |  |  |  |  |  |