A blue and white logo with two people and a church

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**Understanding the World –**

We will be thinking about our relationships with others around us and how to look after each other. In RE, we will be exploring the question ‘Which stories are special and why? We will think about the weather and climate and we will explore the seasonal changes around us.

We will be supporting children in making sense of their world, fostering understanding of the culturally and socially diverse world, and enriching and widening vocabulary. Children will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles , Locate hot and cold areas of the world and begin to ask geographical questions – Where is it? What is this place like? How near/far is it?

**Expressive Arts and Design** – Mix colours and explore different painting techniques. Observational drawings, looking at patterns and symmetry in the environment. Collage materials and different textures. Continue to explore rhythm and rhyme through songs and music.

**Specific Areas**

**Literacy –**

**YR -** Listen to stories about ourselves and changes as we grow. Consolidate learning Set 2 sounds and continue to practise Set 1 sounds. Practise segmenting and blending words with set 2/3 sounds for simple reading and writing. Learn some high frequency words. Write with consistent finger spaces and a full stop and master correct letter formation.

**Y1 –** Continue to practice set 2 and set 3 sounds and build up sentence structure adding interesting word choices such as adjectives and verbs. Learn the correct formation for capital letters.

**Maths –**

**YR –** Build numbers beyond 10, perform simple calculations, counting patterns within 20. Spatial reasoning with shape and pattern.

**Y1 –** Place Value to 100. Multiplication and division. Position and Direction, Time and Money.

**Prime Areas**

**Personal, Social and Emotional Development** – Show sensitivity towards others and listen to their ideas/thoughts. Begin to be able to negotiate with others and find solutions. Manage and regulate our feelings and behaviours.

**Communication and Language** – Listen to others when they talk and share their ideas. Show an understanding of what they have said by responding with a comment or question. Build new vocabulary around bugs, environment and change and use scientific words to name and explain our own knowledge.

**Physical Development –** Strengthen tripod pencil grip and master letter formation for neat and consistent handwriting. Continue to develop scissor control for cutting paper and thin materials. Play games and develop athletic skills. Follow simple safety rules and routines when using equipment.

Summer Term 2

Red Class

A group of icons of weather

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Red Class** Summer 2 2024  Key Question -  **How does weather affect our lives?** | | | | | | | | | |
|  |  | **3rd June** | **10th June** | **17th June** | **24th June** | **1st July** | **8th July** | **15th July** | **22nd July** |
| English | Key dates | **3rd – Image Musical theatre visiting** | **Y1 Phonics Screening Check** | **17th – St Breacca dance**  **18th / 19th – Transition days**  **19th – Cluster Sports day** | **26th – Breage Sports Day** |  |  | **Junior school performances** | **Leavers service** |
| Phonics | YR –  Y1 –  Y2 – LW Spelling | Y2 – LW Spelling | Y2 – LW Spelling | Y2 – LW Spelling | Y2 – LW Spelling | Y2 – LW Spelling | Y2 – LW Spelling | Y2 – LW Spelling |
| Writing | **Writing instructions contd.**  How to grow a plant. | **Year 2 Unit – Setting description – Trimpolli’s Tower**  Diagnostic Tasks  Text Deconstruction | **Year 2 Unit – Setting description – Trimpolli’s Tower**  Contextualised Construction | **Year 2 Unit – Setting description – Trimpolli’s Tower**  Reconstruction / Assess & Feedback | **Weather Poetry**  **Y2 PVPAG** | **Weather Poetry**  **Y2 PVPAG** | **Y1 Unit – Recount – Postcard – Seaside Postcards**  **Y2 PVPAG** | **Y1 Unit – Recount – Postcard – Seaside Postcards**  **Y2 PVPAG** |
| SPAG |
| Maths | YR | **Visualise, build and map**  **Step 1** Identify units of repeating patterns  **Step 2** Create own pattern rules  **Step 3** Explore own pattern rules | **Visualise, build and map**  **Step 4** Replicate and build scenes and constructions  **Step 5** Visualise from different positions  **Step 6** Describe positions | **Visualise, build and map**  **Step 7** Give instructions to build  **Step 8** Explore mapping  **Step 9** Represent maps with models | **Visualise, build and map**  **Step 10** Create own maps from familiar places  **Step 11** Create own maps and plans from story situations | **Make connections**  **Step 1**Deepen understanding | **Make connections**  **Step 2**Patterns and relationships | **Assess and Review** | **Assess and Review** |
| Y1 | **Place value**  **Step 1** Count from 50 to 100  **Step 2** Tens to 100  **Step 3** Partition into tens and ones | **Place value**  **Step 4**The number line to 100  **Step 5**1 more, 1 less | **Place value**  **Step 6**Compare numbers with the same number of tens  **Step 7**Compare any two numbers  **End of Unit assessment.** | **Money**  **Step 1** Unitising  **Step 2** Recognise coins | **Money**  **Step 3** Recognise notes  **Step 4** Count in coins  **End of block assessment** | **Time**  **Step 1** Before and after  **Step 2** Days of the week  **Step 3** Months of the year | **Time**  **Step 4** Hours, minutes and seconds  **Step 5** Tell the time to the hour  **Step 6** Tell the time to the half hour  **End of block assessment** | **Assess and Review** |
| Y2 | **Review and recap Time Unit.** | **Statistics**  **Step 1** Make tally charts  **Step 2** Tables  **Step 3** Block diagrams | **Statistics**  **Step 4** Draw pictograms (1-1)  **Step 5** Interpret pictograms (1-1)  **Step 6** Draw pictograms (2, 5 and 10) | **Statistics**  **Step 7** Interpret pictograms (2, 5 and 10)  **End of block assessment** | **Position and direction**  **Prior learning assessment**  **Step 1** Language of position  **Step 2** Describe movement | **Position and direction**  **Step 3** Describe turns  **Step 4** Describe movement and turns  **Step 5** Shape patterns with turns  **End of block assessment** | **Assess and Review** | **Assess and Review** |
| RE | Yr R: F6 Which stories are special and why | Display focus | WALT: Talk about some religious stories  WILF: After listening to short Bible parables, I can comment on them.  Photograph of children sharing their books and parables from the bible- photo for books with childrens comments stuck on post it notes | WALT: Recognise some religious words, e.g. about God  WILF: I can name some religious words  After reading a Bible parable, as a group; list some religious words. Photograph for books | WALT: Identify some of their own feelings in the stories they hear  WILF: I can say how characters are feeling in Bible stories.  Explore stories suggested below through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music, etc | WALT: Identify a sacred text e.g. Bible, Torah  WILF: I can identify a sacred text.  • Talk about the Bible being the holy book for Christians that helps them to understand more about God and people. Look at a range of children’s Bibles to see how they are similar/different.  Photo's of children sharing different Bible stories, add comments about their similarities/ differences. | WALT:  Talk about some of the things these stories teach believers  WILF: I can talk about the meaning behind the stories.  Share the story of the good samaritan. Can children complete how to be a good friend sheet with writing/ pictures of good examples. | WALT:  Talk about some of the things these stories teach believers  WILF: I can talk about the meaning behind the stories.  Share the story of sulaiman and the talking ants... what could the message be (It teaches muslims to be kind to all animals).  Split pin animal craft |  |
|  | YR 1+2  1.6 Who is Muslim and how do they live? | Display focus | 5 Pillars of Islam focus  Introduce the idea of the Five Pillars as examples of ‘ibadah’, or ‘worship’. Reciting the Shahadah is one Pillar. Another is prayer, ‘salah’. Look at how Muslims try to pray regularly (five times a day).  WALT: Talk about Muslim beliefs and ways of living  WILF: I can name the 5 pillars of Islam and say what they mean. | WALT: Think, talk about and ask questions about Muslim beliefs and ways of living  WILF: I know about Ramadan and how this impacts on the lives of Muslims  Understand about ramadan | WALT: Give examples of how Muslims put their beliefs about prayer into action  WILF:I can show kindness to my neighbour by making biscuits o give to others.  Make star and crescent biscuits to give to their loved ones. Discuss one of the main lessons in Islam is kindness to your neighbour... experience this by getting the children to think of others. | WALT: Give examples of how Muslims about their beliefs into actions  WILF: I can create my own book to share what is important to me, just like Muslims use their Holy book and stories to share what is important to them  Create a booklet of things that are important to children (written in Arabic) e.g friendship... family... pets | WALT: Give examples of how Muslims about their beliefs into actions  WILF: I can create my own book to share what is important to me, just like Muslims use their Holy book and stories to share what is important to them  Children will continue making their books of what is important to them. | WALT: Reflect on what lessons there might be from how Muslims live  WILF: I can reflect on the lessons taught in Islamic stories.  Same as Yr R but include more in-depth discussion- create a woven butterfly to symbolise Allahs message of being kind to all living creatures. |  |
| Topic | History / Geog: | **How does weather affect our lives?**  **(hot and cold places)**  **What is the difference between weather and climate?** | | | | | |  |  |
| 1.What is the difference between weather and climate? | 2.How can we read a weather map? | 3.How can we collect weather data? | 4.How can collect and record weather data? | 5.How can we present weather data? | 6.How can we analyse our weather data and evaluate our field work? |  |  |
| Science  ***Scarf RSE for Science***  *Nursery & Reception-* ***How have I grown since I was a baby?***  *Year 1 & Year 2-H****ow has my body changed since I was a baby and how do I keep my body safe?***  [*Suggested half-termly units (coramlifeeducation.org.uk)*](https://www.coramlifeeducation.org.uk/scarf/half-termly-units) | | | | | | | | |
| Art / DT | Key question: How can we make colours?  Practical Outcome: To have painted a rainbow of 6 colours | Key question: What is abstract art? Practical Outcome: To have painted their own abstract painting | Key question: Who was Hilma af Klint?  Practical Outcome: To have painted their own abstract painting | Key question: What different meanings can abstract art have?  Practical Outcome: To have painted their own abstract painting inspired by a feeling | Key question: How can we talk about abstract art?  Practical Outcome: A group presentation about a piece of artwork. |  |  |  |
| PSED | SCARF:  Growing and changing | · Seasons (R)  · | · Life stages – plants, animals, humans (Y1) | · Inside my wonderful body (Y1) | Taking care of a baby (Y1) | · A helping hand (Y2) |  |  |  |
| PE | DT Coaching | Problem Solving / Communication in sports | | | | | | | |

**KS1**

**Book Spine**

EYFS -Water

Spot Goes to the Beach

The Rhythm of the Rain

10 Little Pirates

The Sea Below my Toes (NF)

KS1:

Handa’s Surprise

A Walk in the Woods

Sunshine

If Winter comes, tell it I’m not here

Meet the National Animals (NF)