

AMAZING ANIMALS

SUMMER 1 & 2

CLASS 2

Years 1/2

M A T H E M A T I C S

Year 1 Mathematics

Summer 1

Multiplication

Division

Money

Summer 2 Mathematics

Numbers to 100

Halves and Quarters

Time

Position and Direction

Year 1 Mastering Number

Summer 1 Weeks 16-20

Summer 2 Weeks 21-25

Year 2 Mathematics

Summer 1

Fractions

Mathematics SATs practice papers

Position and Direction

Summer 2

Time

Problem solving and efficient methods

Properties of Shape

Year 2 Mastering Number

Summer 1 Weeks 16-20

Summer 2 Weeks 21-25

L I T E R A C Y

Weekly English planning

Fiction Key Texts

Summer 1 - Fairy Tale Stories -Including animals e.g. The Three Little Pigs, The Three Billy Goats Gruff.

Summer 2 -Humming Bird (Non-fiction narrative)

Non-Fiction

Summer 1 -Newspaper Report (linked to fairy tales)

Summer 2 -Recount of visit/holidays/events.

Summer 2- Non-Chronological Report (based on a Hummingbird or Meerkat)

Poetry

Summer 2 -Animal themed

Spellings	SPELLINGS FOLLOW PHONICS, STAGE 1 AND STAGE 2 SPELLING LISTS AND ACTIVITIES FROM SPELLING SHED.
Phonics	PHONICS PLAY PLANNING IS USED FOR THE VARIOUS PHASES.
Guided Reading	<p><i>Rotation activities Monday to Thursday:</i> <i>Guided reading group with class teacher</i> <i>Word Work - Common exception, high frequency & tricky words.</i> <i>Comprehension tasks</i> <i>Handwriting</i> <i>Cloze passaged</i> <i>Accelerated reading quizzes and book changing.</i> <i>Friday - Buddy reading and writing intervention group</i></p>
S C I E N C E	<p>Summer 1 - Investigate Living Things</p> <ul style="list-style-type: none"> • <i>Explore and compare the differences between things that are living, that are dead and that have never been alive.</i> • <i>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</i> • <i>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</i> • <i>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</i> <p>Summer 2 - Understand Animals and Humans</p> <ul style="list-style-type: none"> • <i>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</i> • <i>Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i> • <i>Notice that animals, including humans, have offspring which grow into adults.</i> • <i>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</i> • <i>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</i>

RE	<p><u>Cumbria Agreed Syllabus for Religious Education</u></p> <p>Summer 1 -Who was Jesus? (SACRE unit)</p> <p>Summer 2-What do sacred writings teach us about leaders?</p>
PSHE	<p><u>CONRAM Life Education SCARF Scheme</u></p> <p>Summer 1 - Being my Best</p> <p>*Growth Mindset & Looking after my Body</p> <p>Summer 2 -Growing and Changing</p> <p>*Life cycles, dealing with loss and Being supportive</p> <p><i>*Both units lesson titles can be viewed within the 'PSHE policy' appendix on the school website.</i></p>
Online Safety	<p><u>Project Evolve (interlinked with our P.S.H.E)</u></p> <p>Summer 1 -Health Wellbeing and Lifestyle (Year 2)</p> <p>Summer 2 - Self-Image and Identity (Year 2)</p>
C O M P U T I N G	<p><u>Ilearn2 Computing</u></p> <p><u>Summer 1 -Introduce Programming Y1 unit Activity Code: PR99</u></p> <p>National Curriculum -Key Stage 1 Curriculum</p> <p><i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</i></p> <p>◆ Key knowledge .</p> <p>Place instructions into the correct order (sequence) to make something work.</p> <p>2. Use direction arrows to move an on-screen object (character/sprite) to achieve an objective.</p> <p>3. Predict a route and sequence direction commands (algorithm) to achieve an objective. Correct the errors if necessary (debug).</p> <p>4. Sequence code blocks, including movements and execute (start program) blocks to write a program to achieve an objective</p>

	<p><u>Summer 2 – 3D Design (Year 1 Unit) Pupil Code: D654</u></p> <p>National Curriculum:</p> <p><i>Use technology purposefully to create, organise and manipulate digital content.</i></p> <p>◆ Key knowledge</p> <ol style="list-style-type: none"> 1. Change the colour and pattern of elements. 2. Position and rotate objects on a design. 3. Position objects in relation to each other. 4. Resize, rotate, flip and arrange objects behind/in front of each other.
G E O G R A P H Y	<p>*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country</p> <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name and locate the world's continents and oceans • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area • 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. <p>KEY TEXTS: MEERKAT MAILS AND THE HUMMINGBIRD</p>
History	<p>N/A History focus during the Spring term, full History Block in the Autumn and Spring Term.</p>

M U S I C	<p><u>Cheranga Music Scheme</u></p> <p>Summer 1 – Friendship Song- Year 2 POP style of song A song about being friends</p> <p>Summer 2 – Reflect, rewind, replay - Year 2 Classical style of song. The history of music, look back and consolidate your learning, learn some of the language of music.</p>
Art and Design	<p>MASTER TECHNIQUES – Print</p> <p>Summer 1</p> <p>Use repeating or overlapping shapes</p> <p>Mimic print from the environment (eg wallpaper)</p> <p>Use objects to create prints (eg fruit, vegetables or sponges).</p> <p>Press, roll, rub and stamp to make prints</p>
Design and Technology	<p>Summer 2</p> <p>MASTER PRACTICAL SKILLS -Textiles</p> <p>Shape textiles using templates.</p> <p>Join textiles using running stitch.</p> <p>Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p> <p>MASTER PRACTICAL SKILLS - Food</p> <p>Forest schools (carried over and to be repeated from Spring at the Woods)</p> <p>Cut, peel or grate ingredients safely and hygienically</p> <p>Measure or weigh using measuring cups or electronic scales</p> <p>Assemble or cook ingredients</p>
P4C	<p>Daft Bat (fiction stimulus)</p> <p>Charities for birds and animals (Poster advertisements)</p>

<p>P.E.</p>	<p><u>Summer 1</u></p> <p>Games -Striking and fielding -basic hockey skills (Coach Friday mornings)</p> <p>Fundamentals -Unit 2 (Cambridge Y1) on Tue pm</p> <p><u>Summer 2</u></p> <p>Multi skills/athletics focus including sports day (Coach Friday mornings)</p> <p>Intra Sport multi-skills festival (Cambridge Y1) on Tue pm.</p> <p>OAA - Forest schools (Two Monday's TBD in the summer term when 2 walking 2 hours then physically active for 5 hours).</p>
<p>Visits And Visitors</p>	<p>Susan's Farm (local farm animals visit)</p> <p>Lakes Animals Park (exotic animals)</p> <p>Life Education Bus (maybe online)</p>