

Where would you choose to go on an adventure?

Week	1 02.06.25 Creative arts week	2 09.06.25 Phonics Screening Check	3 16.06.25 National school sports week Drowning prevention week	4 23.06.25 23 rd – Richard Arter Music workshop. 26 th - Reports go home. 27 th – Inset Day	5 30.06.25 30 th – Inset Day Transition visits 1 st – Summer open evening 4 th – Trip to Bolsover Castle	6 07.07.25 7 th – Sports Day	7 14.07.25	8 21.07.25 22 nd – St. Mary's Church Assembly	
Wow	Treasure Chest				Trip				
Maths	Power Maths: Unit 14 Numbers to 100	Power Maths: Unit 15 Money		Power Maths: Unit 16 Time		Re-visit gaps in learning.			
Real Maths and Role Play	Ice Cream Parlour								
English	Hook: find a pirate chest full of treasure. Read and collect pirate words – topic vocabulary. Create a pirate word bank using words. Van Gogh painting- Fishing boats The beach Speech bubble a day I see... I can hear... I feel... If I had a boat I would ...because....		The Pirates Next Door (VIPERS)			Blackbeard (VIPERS)		Memories of Year 1.	
			What do the pirate characters look like? Character descriptions - nice, friendly, fierce. Create a word bank. Using colourful semantics write sentences about pirates eg The ugly pirate jumped over the huge treasure chest. (use CIP wordbank to support)	Write a prediction for what will happen next in the story. Receive a letter from Tilda asking them to say what will happen to her. Create a class text map of story. Write the beginning of Tilda's story using text map.	Verbally recite and act out the next part of our stories. Write middle part of the story using a text map. Complete stories.	Learn about the pirate roles in a crew. Create and write a word bank of jobs. Write a speech bubble naming and describing their pirate job.			

Handwriting	m, n ,r	h, b	k, p	v, w	u, y	s, f	x, z		
Little Wandle	Preparation for Phonics Screening Check.		Summer 2 LW - Week 1	Summer 2 LW - Week 2	Summer 2 LW - Week 3	Summer 2 LW - Week 4	Summer 2 LW - Week 5	Assessment Week	
Time for us/ Health and Relationships	Welcome back. What did children do in the half term holiday? <i>I know how to recognise and talk about my emotions.</i>	What sports do children enjoy? How do they feel being outdoors? <i>I know exercise and being outside helps me to be happy.</i>	Engage in National Sports Week activities. Discuss what exercise is. Why do we need to exercise? <i>I know why exercise is good for me.</i>	Cross-curriculum link to learning in Science. <i>I know about the lifecycles of some animals.</i>	Discussions around transition and the positives of change. Refer to mood monsters. <i>I know how to recognise and talk about my emotions.</i>	How does their body feel before, during and after exercise. Focus on Sports Day. <i>I know why exercise is good for me.</i>	Discussions around new beginnings, preparing children for Year 2. Children to create their own 'Helping hand'. <i>I know how to recognise and talk about my emotions.</i>		
Science	Discuss daily weather and season during morning Time 4 Us. <i>I know how to observe and describe weather associated with the season and how day length varies.</i>								
	RSPB: Complete a wildlife survey. https://rspb.org.uk/helping-nature/what-you-can-do/activities/do-a-wildlife-survey		What animals might live on a deserted island? Compare and sort animals into animal groups. <i>I know how to identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</i>	Explore what animals eat on a deserted island. Compare to British animals, sorting into groups of carnivores, herbivores and omnivores. <i>I know how to identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</i>	TAPS		Focus on floating and sinking. Sort treasure into groups. What treasure floats and what treasure sinks? Why? <i>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</i>	Discuss the material ships are made from. Is wood or metal most suitable? Why? <i>I know how to compare and group together a variety of everyday materials on the basis of their simple physical properties.</i>	
	Explorify: Zoom in Zoom out Grey and black Odd One Out - Signs of life Reach Out Reporter	Explorify: Zoom in Zoom out Rugged ridges Odd One Out - Get a backbone Reach Out Reporter	Explorify: Zoom in Zoom out Speckled and shiny Odd One Out - Pouring fun Reach Out Reporter	Explorify: Zoom in Zoom out Pointed predator Odd One Out - Looking after baby Reach Out Reporter		Explorify: Zoom in Zoom out Strange stripes Odd One Out - Wet, wet, wet Reach Out Reporter		Explorify: Zoom in Zoom out Spring clean! Odd One Out - Wonderful wheels Reach Out Reporter	

<p>Computing</p>	<p><u>J2E Pictogram:</u> Use results from RSPB Wildlife Survey to complete a minibeast Pictogram. <i>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p>		<p>Project Evolve: Health- Well-Being and Lifestyle <i>I know about the dangers online.</i></p>	<p><u>J2E Paint:</u> Draw their own pirate with a background. <i>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p>	<p>Use Chatterpix to voice their peg pirates role in the crew. <i>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p>	<p>Create a treasure island BeeBot mat. Children to programme a BeeBot by inputting instructions of forwards, backwards, left and right. <i>I know algorithms are implemented as programmes on digital devices. I know how to create and debug simple programs.</i></p>		
<p>Art</p>	<p>Creative artweek inspired by Beatriz Milhaze, -Painting/ collage -3D sculpture -installation -Block printing blue self portrait.</p>	<p>Paint pirate treasure using different objects to paint. Use a variety of painting equipment including non standard equipment for painting e.g bottle ends, sponges, lego bricks, as well as making own stamps. Demonstrate different grades of grey inspired by drawing the surface of water like artist Vija Celmins. Use rubbing out to create negative white spaces. <i>I know how to use drawing equipment</i></p>	<p><u>Drawing:</u>Develop mark- making using a range of media and tools: pencil, chalk, pastel, charcoal, pens. - using pencils, and chalk to draw studies of shells onto textured backgrounds. <u>Painting:</u> Make studies of shells on various papers/ material backgrounds. Identify which paintbrush is most - appropriate for the desired effect e.g thick, thin, round, flat. Investigate tone by: -drawing dark/ light lines and</p>	<p>Provision: Draw skull and crossbones. Shade and rub out features. Demonstrate different grades of grey inspired by artist Vija Celmins. Use rubbing out to create negative white spaces. <i>I know how to use drawing equipment in a variety of ways e.g shading.</i></p>	<p>Create peg pirates like Edwina Bridgeman. Use dyeing techniques to change a materials colour. <i>I know about the work of a range of artists. I know how to use a range of materials creatively to design and make products.</i> Create pattern pirate outfits using resist printing – use other materials to stop paint from transferring in certain areas. E.g use cut outs, stencils or tape to resist blocked areas <i>I know how to use a range of materials creatively to design and make products.</i></p>	<p><u>Preliminary work:</u> Working directly on copy of Van Gogh ‘Fishing Boats on the Beach at Saintes-Maries-de-la-Mer’. Use materials to add textures (e.g foil, lentils, sand, tissue, cloth) trying to represent things in the painting, creatively and exploratively. Children will be able to justify their decisions. <i>I know how to use a wide range of art and design techniques using texture.</i> Listen to seaside sounds, imagine how things feel. Children listen to music/ sounds from</p>	<p><u>Main piece:</u> <i>Use language such as landscape/ horizontal and portrait/ vertical.</i> Work in stages exploring composition and space, considering where the foreground, middle ground/ horizon line, background will be. Working on background to create a ‘wash’ for the sky – using tissue to wipe paint away for clouds, middle ground learn about creating different tints, shades and hues for water on top of their chosen materials. In foreground, add sand and glue to paint to create</p>	<p>Draw end of year self-portrait inspired by famous POP artist: Warhol. Explore complimentary colour combinations and relationships. <i>I know how to use drawing to develop and share my ideas, experiences and imagination. I know how to use a wide range of art and design techniques using form.</i></p>

		in a variety of ways e.g shading.	shading using different grades of pencil. -Mix different tones of colours. Using language such as light/ dark, highlights/ shadows.			the calm/ stormy ocean and draw expressively on large piece of paper in groups. Draw on different surfaces and size/ shape of paper. I know how to replicate different textures/surfaces through a range of media. I know how to investigate textures by describing, naming, rubbing, copying (smooth, rough, crinkly, bumpy, shiny, soft, hard).	texture. Once dry use a sponge to add another layer of paint to represent change in hue. Explore resist techniques with masking tape or wax. Use wax crayon to create the effect of water reflection/ movement.	
D&T	<p>→ - Design, make and evaluate fruit/ veg dyed fabric (product) for your peg pirate (user) for making your peg doll look like a pirate (purpose). Explore different techniques such as absorbing from fabric ends/ using rubber bands.</p> <ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. • I know where food comes from 							
Geography	Record daily weather on whole class weather diary. Reference the season.							
	Learn features of the seaside. I will use basic geographical vocabulary to refer to key physical features. To include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Compare the seaside to the City of Derby. Discuss similarities and differences. I will use basic geographical vocabulary to refer	Re-cap learning of continents. Derby is landlocked, which continent do we live in? I will name and locate the world's 7 continents and 5 oceans. I know the continent we live on and the progression from Chaddesden-Derby-UK- Europe			Use world maps and globes to find continents, countries and oceans. I will use world maps, atlases and globes to identify the continents at this key stage.		Let's go for a walk with Ranger Hamza Yassin – BBC iPlayer: Rocky beach and pirate walk.

	Let's go for a walk with Ranger Hamza Yassin – BBC iPlayer: Wind sounds and sandcastles walk.		to key human features. To include: city, town, village, factory, farm, house, office, port, harbour, shop, church and cathedral.					Compare similarities and differences between rocky and sandy beaches.
History	Develop Chronology through daily calendar: focus on day, date, month and year.							
				Learn about pirate Anne Bonny (1600s). I know about the lives of significant individuals in the past who have contributed to national and international achievements.		Learn about pirate Blackbeard (1700s). I know about the lives of significant individuals in the past who have contributed to national and international achievements.		
RE	Symbols of belonging in Christianity. Share symbols such as the dove, baptism, the cross, ichthus and the Bible. Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).	Discuss the major different world religions. Highlight everyone either belongs to a faith or has no faith and it is important to respect all religions. Discuss the NHS/ police and the wide variety of faiths that work together to help make us better and keep us safe. Respond to examples of co-operation between different people (C2).	Symbols of belonging in Judaism. Share symbols such as the Torah, Menorah, Star of David, the Dove and the Olive branch. Discuss the importance to Jewish people and their importance in the Jewish faith. Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).	Discuss the stages and promises at a Christian Baptism, including the role of the Godparents. Chn to understand how a Baptism brings belonging to the Christian Church and its importance for Christians, Bible story - Jesus' baptism. Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).	Discuss the features and importance of a Jewish naming ceremony and compare this to a Christian Baptism. How do both foster a sense of belonging to a religious community? Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).	Discuss the features (hymns, promises and prayers) at a Christian wedding and the meaning/importance of the features. Discuss the importance of the ring as a sign of belonging. Bible story Jesus at the wedding of Canan. Identify two ways people show they belong to each other when they get married (A1).	Learn about the features of a Jewish wedding, including the betrothal and the Ketubah (a contract of promises). Compare these to a Christian wedding and identify the differences in the way promises are made. Identify two ways people show they belong to each other when they get married (A1).	Symbols of belonging for children in their own life. Create a 'belonging poster'. A poster split into 4 parts with 4 groups they belong to, e.g. family, school, football club. Discuss why they are important and how belonging makes them feel, link these ideas back to Christianity. Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they

								matter to believers (A3).
Music	Learn June hymn of the month: Wiggly Waggly I know how to use my voice expressively and creatively by singing songs.	Use the 'Sketch-a-Song' app to combine sounds to create pirate music. I know how to create, select and combine sounds using the interrelated dimensions of pulse/beat, rhythm and pitch.	Create a sequence of sounds using a treasure island as a stimulus using percussion instruments – link to pirate stories. I know how to create, select and combine sounds using the interrelated dimensions of pulse/beat, rhythm and pitch.	Richard Arter Steel Drum music workshop. I know how to listen with concentration and understanding to a range of high-quality live music.	Learn July hymn of the month: I know how to use my voice expressively and creatively by singing songs.	Share Music core book: Bear and the Piano.	Sing familiar songs in both low and high voices and talk about the difference in sound. I know how to use my voice expressively and creatively by singing songs.	
Real PE	Unit 6: Fitness							
	I know why exercise is important for good health. I know how my body feels before, during and after exercise. I know how to use equipment appropriately to move and land safely.							