

Topic Overview Year 1&2

What's inside the egg?

Summer Term 2

Medium term plan- Summer 2 – What's inside the egg?

	Week 1 w/c 2/6 Creative Arts week Art Showcase Junior tour	Week 2 w/c 9/6 Y1&2 Phonics Screening Check Story from juniors	Week 3 w/c 16/6 National Sports week Playtime at juniors	Week 4 w/c 23/6 INSET day Fri 27/6 Y1 23 rd – Richard Arter Music workshop. 26 th - Reports go home. 27 th – Inset Day	Week 5 w/c 30/6 INSET day Mon 30/6 Y1 Transition visits 1 st – Summer open evening Y1 4 th – Trip to Bolsover Castle Y2 Transition visits Tues, Wed, Thurs Visit 1 - 9.15 to 11.45 Visit 2 - 1.15 to 2.45 Visit 3 - 10.00 to 2.00	Week 6 w/c 7/7 Sports day Year 2 Year 6 show at 9.30	Week 7 w/c 14/7 Graduation Day St Mary's Church visit school for an end of year assembly	Week 8 w/c 21/7
Wow	The children will see the dinosaur come to our school - video							
Maths Y1	Power Maths: Unit 14 Numbers to 100	Power Maths: Unit 15		Power Maths: Unit 14 Numbers to 100			Power Maths: Unit 15	
Maths Y2	Complete unit 10 Fractions then Unit 11: Time (5 lessons)	Unit 12: Problem Solving and Efficient Methods (11 lessons)		Unit 3: adding 2 digit numbers- using the column method (4lessons)		Unit 14: Statistics (7 lessons)	Unit 13: Position & Direction (5 lessons)	
English	Children will start a dinosaur information book.	Children to continue information book	Children will finish off dinosaur information book.	Vocabulary building – rhyming words, suffixes Dinosaur Shape Poems		Children will be able to learn about the features of non-chronological reports by: <ul style="list-style-type: none">▪ writing good descriptions▪ writing sentences using▪ expanded noun phrases planning ideas to write a non-chronological report		

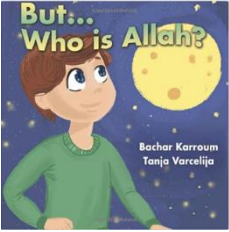
Phonics Year 1	Preparation for Phonics Screening Check.	Summer 2 LW - Week 1	Summer 2 LW - Week 2	Summer 2 LW - Week 3	Summer 2 LW - Week 4	Summer 2 LW - Week 5	Assessment Week
Phonics Year 2	Unit 10-What happens when I - add the suffixes -ness, -ment, -ful, -less and -ly to a root word?	Unit 11-How can I show missing letters in a word?	Unit 12-Why do some longer words have the spelling ti for /sh/	Unit 13-How do I use the possessive apostrophe?	Unit 14- When do - swap, double or drop letters before adding a suffix? (- er, -est, -ed, -ing, -y)		
Handwriting Year 1	m, n, r	h, b	k, p	v, w	u, y	s, f	x, z
Handwriting Year 2	IPBRDU er nr wo we	LEFMA vy zi ze	TIJH wm am ny en	ki mi cl wl CGOQ	ky kn ok rk XVWYZ	qu nq us os Revisit	lt it lit cu up Revisit
SPaG	Recapping pronouns	Forming nouns using -er	Progressive tense	Apostrophes for contractions	Up-levelling sentences	Revisit & revise	Revisit & revise
Spellings	Race, ice, cell, fancy	Cold, sugar, kind, mind, behind	Gold, eye, told, everybody, every	Hold, could, child, children, sure	Revisit & revise	Revisit & revise	Revisit & revise

Time for us/ Relationships and Health Education (RHE) Year 1&2	<p>→ I know that I need to eat well, drink well, move well and sleep well.</p> <p>→ I know how to be a ‘sun safe super star’.</p> <p>Continuation of Sun Safety activities and regular discussions. Sun Safety – children will know the 6 s’s – slip, slop, slap, slide, sip, shade and UV levels. Children will be able to understand and explain UV levels and their importance. Year 2 children will be able to track the UV levels on a daily basis during the spring/ summer months. Children to be aware of sun damage photographs.</p> <p>***highlighted Blue is Y2 new learning</p>	<p><u>Supporting children through transition to CCJA</u></p> <p>→ I know how important my mental health is.</p> <p>→ I know who to talk to if I feel unwell.</p> <p>→ I know how to recognise and talk about my emotions.</p> <p>→ I know that friends should make me feel happy.</p> <p>→ I know how to be a good friend.</p> <p>→ I know that I should never make others feel unhappy.</p> <p>→ I know who to ask for help if friends make me feel unhappy.</p> <p>→ I know who to talk to if I feel unhappy.</p> <p>→ I know exercise and being outside helps me to be happy.</p>					
Science Y1&2	<p>→ I know how to explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>→ I know how to 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.</p> <p>Dinosaurs - T-Rex, Apatosaurus, Iguanodon, Plesiosaur, Velociraptor, Ichthyosaur, Pterodactyl, Triceratops</p> <p>Compare with animals, plants from previous learning (carnivores, herbivores, omnivores).</p> <p>→ I know how to 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.</p>						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Zoom in Zoom Out	Solar Does It	Fuzzy Friends	Blackened Edges	Pink and Bumpy	Hooks & Loops	Rugged Ridges
	Odd One Out	Pollution Everywhere	Meadow Feast	Through the Looking Glass	Wonderful Wheels	Meadow Feast	Just a Ball

	Classifying – Living, non-living, never been alive RSPB Curriculum for Nature - Plant sunflower seeds. TAPS - Plant growth comic strip – complete from Spring 2 Reach Out Reporter – weekly				
	Habitats- linked with art and artist Henri Rousseau Plant sunflower seeds Create plant comic strip	Sort living dead and never been alive things- classroom hunt to find things. Link to English create non fiction book	Making food chain paper chains.	Design a new dinosaur – knowing the features of herbivores, carnivores and omnivores and links to food chain where it comes from . Create a news report	
Computing Y1&2	→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. Pic Collage/ J2E – create a picture using paint, label/write a comment. Using the keyboard, spacebar, enter, backspace, return - ‘Technology Zone’ Using technology: Algorithms → I know and understand what algorithms are. → I know algorithms are implemented as programmes on digital devices. → I know that programs execute by following precise and unambiguous instructions. Programmes → I know how to create and debug simple programs. → I know how to use logical reasoning to predict the behaviour of simple programs. Use music technology, if available, to capture, change and combine sounds. Use the ‘Sketch-a-Song’ app on the i-pads to combine sounds to create music.				
	In provision: continue to use Beebot dinosaur mat and sketch a song.				

	<p>Take a picture of my model/art work using a camera. Add a caption.</p> <p>Revisit Sketch a song</p>	<p>Use J2e to create an animation about a dinosaur land. In the program predict what will happen and create and debug the animation.</p>			<p>create a dinosaur image and news report -link to Science.</p>
Art	<p>See Art week plan Henri Rousseau 'Surprised' - collage</p> <p>Inc:</p> <p>-Draw/ cut out/ paint dinosaur silhouettes to add to last weeks background.</p> <p>Talk about contrast</p> <p>Learn about space:</p> <p>Develop skills to express a sense of space e.g using foreground, middle ground, background, perspective</p>	<p>Learn about warm/ cool colours to create atmosphere.</p> <p>Create a background for next weeks picture.</p>	<p>- Express form in 3D sculpture/ materials.</p> <p>Make miniature dinosaur models. Make armature structure from wire and foil and add clay.</p> <p>Use tools to create skin texture.</p>	<p>-Add materials to paint e.g sand and glue to paint to represent skin texture on dinosaur pictures.</p> <p>Make a dinosaur fossil picture using paper straws to represent bones.</p> <p>Bring it forward: positive negative space.</p> <p>Looking at work of Ernst Haeckel</p>	<p>-Drawing</p> <p>Biannual self-portrait. Children will reflect on progression in drawing skill and decision making. Inspired by famous artist: Seurat</p> <p>Learn about</p> <ul style="list-style-type: none"> -pointillism -Stippling <p>-Use computer to draw pictures of dinosaurs Bring it forward: Shape, background/ foreground</p>

D&T	<p>Develop cutting and joining DT skills- ongoing in provision</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences and research. • Develop and communicate ideas through drawings and mock-up models. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project: vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used, design, make, evaluate, purpose, user, criteria, functional.
History	<p>To be taught about events beyond living memory that are significant nationally or globally - The children will find out about Dinosaurs, using technology to find out facts and dates of when the dinosaurs lived.</p> <p>Link with English to create a non fiction book and non chronological report.</p>

<p>Religious Educations</p>	<p>1.8 I know how we should care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> → Re-tell Bible stories and stories from another faith about caring for others and the world (A2). → Identify ways that some people make a response to God by caring for others and the world (B1). → Talk about issues of good and bad, right and wrong arising from the stories (C3). → Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p> 	<p>Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it).</p> <p>Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v.1–11), four friends take the paralysed man to Jesus (Luke 5 v 17–26), Bible Story – The Paralyzed Man – The New Testament.</p> <p>Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam, Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area. Florence Nightingale.</p> <p>Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity.</p> <p>Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas.</p> <p>Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it).</p> <p>Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees).</p>
<p>Construction Small world</p>	<p>Dinosaurs</p> <p>Build a... land of the dinosaurs scene using small world and construction</p>	
<p>Role play/ explore area</p>	<p>Be a palaeontologist. Dinosaur excavation site- bones, sand, paint brushes, magnifying glasses, rulers, clipboards, Dinosaur fact books.</p>	

<p>Music</p>	<p>I know how to experiment with the inter-related dimensions of pulse/beat, rhythm and pitch. <i>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch)</i> Use a dinosaur picture or video clip as a stimulus for children to create their own music using body percussion and/or instruments.</p> <p>I can play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch. <i>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</i></p> <p><i>Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</i></p> <p><i>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</i></p> <p><i>Create and perform their own chanted rhythm patterns with the same stick notation.</i> Use topic related vocabulary – bird names, plant/tree names, dinosaur names. Copy rhythms made by an adult on claves.</p> <p>Read and perform chant rhythm patterns with these words and represent with stick notation. Ext – create their own patterns and perform.</p> <p>Introduce during creative arts week and then continue in the following weeks to secure knowledge.</p>
<p>PE</p>	<div data-bbox="280 810 1155 1276">  <p>Link Movements</p> <p>This unit focuses on developing every child's ability to select and link different movements together using a stimuli.</p> </div> <div data-bbox="1167 810 2042 1276"> <div data-bbox="1323 858 1447 970">  </div> <p>Coordination Ball Skills</p> <div data-bbox="1760 858 1883 970">  </div> <p>Counter Balance With a Partner</p> <p>In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused skill development sessions, cooperative and competitive games.</p> </div>