



Summer Term 1 2025-26		6 weeks
<u>Value:</u> Service Collective Worship Colour - WHITE	<u>School Specific Project:</u>	<u>Ignites:</u> <u>Trips, Visits & Visitors:</u> Outdoor Learning Week - 18 th May 2026 Year 2 Festival at Haversham - Tuesday 19 th May 1.15pm-3pm
English		
Key Vocabulary	Key texts and Tier 2 vocabulary	Text Types
<p>Year 1 – adjectives, co-ordinating conjunction, question marks, prefix un-, logical sequence, plural s and es, suffix endings er and est</p> <p>Year 2 – noun phrases, apostrophes for contraction and possession, sentence types, co-ordinating and subordinating conjunctions, paragraphs, suffix endings ly, ful, ness</p> <p>Both – punctuation, questions, suffix endings, conjunctions, contractions, address, greeting, introduction and conclusion, sentence openers</p>	<ul style="list-style-type: none"> ● <i>Paddington and the Marmalade Maze</i> by Michael Bond Letter writing ● <i>Image from The Great Kapok Tree</i> by Lynne Cherry Description ● <i>The Great Kapok Tree</i> by Lynne Cherry Retelling <p>Paddington and the Marmalade Maze – Michael Bond</p> <ul style="list-style-type: none"> ● anxiously ● draught ● shivered ● accidentally ● chuckled ● exclaimed ● ought ● gasped ● hurried 	<ul style="list-style-type: none"> ● Letter writing ● Description ● Story retelling

The Great Kapok Tree – Lynne Cherry

Description:

- squawking
- howling
- dappled
- streaming
- glowed
- suspended
- fragrant
- steamy

Retelling:

- lulled
- slithered
- wither
- smouldering
- padded
- murmured
- wondrous
- hesitated

NC Links	Knowledge	Skills
<p>Year 1 – Composition</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher <p>Year 2 – Composition</p> <ul style="list-style-type: none"> • writing narratives about experiences of others (fictional) • writing poetry • writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense • proof-reading to check for errors in spelling, grammar and punctuation • read aloud what they have written with appropriate intonation to make the meaning clear. <p>Year 1 – vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and 	<ul style="list-style-type: none"> • Letter Writing – apostrophe for contractions and questions • Description - prefix un- and suffix endings • Retelling – possessive apostrophe and plurals 	<p>Letter Writing – (weeks 1 and 2 - DK)</p> <p>Year 1 -</p> <ul style="list-style-type: none"> • use adjectives to describe • use capital letters and full stops • use question marks • use conjunction ‘and’ • re-read writing to check it makes sense <p>Year 2 –</p> <ul style="list-style-type: none"> • follows a logical sequence • use expanded noun phrases to describe • use of time adverbials • appropriate language chosen • use questions and question marks • use capital letters and full stops • use exclamation marks • use present and past tense correctly • use co-ordination and, or, but • use subordination because, when, if, that • use apostrophes for omission <p>Description – (weeks 3 and 4 – PB)</p> <p>Year 1 –</p> <ul style="list-style-type: none"> • use adjectives to describe • re-read writing and check it makes sense • use capital letters and full stops • use conjunction ‘and’ • use prefix un- • add suffixes ing, ed, er, est <p>Year 2 –</p> <ul style="list-style-type: none"> • use expanded noun phrases • accurate use of pronouns • appropriate language chosen • use capital letters and full stops

- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 - question marks and conjunction 'and'
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2 – Vocabulary, grammar and punctuation

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- sentences with different forms: statement, question, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- some features of written Standard English
- use and understand the grammatical terminology

- use present and past tense
- use co-ordination and, or, but
- use subordination because, when, if, that
- add suffixes er, est, ing, ed, ly, ful, ment
- use commas in lists
- edit and make corrections to work

Retelling - (weeks 5 and 6 - KB)

Year 1 –

- write sentences to create a short narrative
- use adjectives to describe
- re-read writing and check it makes sense
- use capital letters and full stops
- use exclamation marks
- use conjunction 'and'
- use s and es to form regular plurals

Year 2 –

- follows a logical sequence
- use expanded noun phrases
- use time adverbials
- accurate use of pronouns
- use capital letters, full stops and exclamation marks
- use co-ordination and, or, but
- use subordination because, when, if, that
- use apostrophes to mark possession

Speaking & Listening		
Speaking & Listening	Presentation	
<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication 	<ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates 	
Spelling & Phonics		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • All letters of the alphabet and the sounds which they most commonly represent • Consonant digraphs which have been taught and the sounds which they represent • Vowel digraphs which have been taught and the sounds which they represent • The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds words with adjacent consonants guidance and rules which have been taught 	<ul style="list-style-type: none"> • To know and apply knowledge of set 1 /2 /3 phonemes and the corresponding graphemes including additional set 3 sounds e.g. ph, wh, and vowel digraphs and trigraphs in spelling words • Use spellings rules taught -e.g. adding a suffix where no change is needed to the root word. See NC English Appendix 1 : Spelling for rules • Compound words are 2 words joined together • Know the grapheme-phoneme correspondences that do and do not fit in with rules • Know and use the Year 2 spelling rules e.g. -le See Year 2 appendix for full list of rules • Contractions • Possessive apostrophe • Homophones and near-homophones 	<p>Year1</p> <ul style="list-style-type: none"> • Division of words into syllables • Segmenting spoken words into phonemes and representing with the correct grapheme • Adding suffixes: s, es, ing, ed, er, no change to root word • Adding the prefix -un • Spelling many common exception words –see year 1 & 2 list • Spell and join 2 words to make compound words • Identify alternative spellings –e.g. grapheme-phoneme correspondences that do not fit in with what has been taught <p>Year 2</p> <ul style="list-style-type: none"> • Adding suffixes – est, ment, ness, ful, less, ly • Apply knowledge of spelling rules e.g. contractions, possessive apostrophe

Handwriting		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Understand which letters belong to which handwriting 'families' (formed in similar ways) and to practise these 	<ul style="list-style-type: none"> • Know upper and lower case letters • To know letter families within the Letter join scheme • To know when to use a capital letter 	<ul style="list-style-type: none"> • Are able to rearranging words and punctuation to create a question and understand that a question should contain a question word • Is able to explain the term 'noun' and 'adjective' • Form digits 0-9 • Begin to use the precursive and then cursive script as soon as ready

Science 2026

National curriculum Year 2 Plants: (Pupils should be taught to:

- 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

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to observe how plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.

Note: seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.

Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

Resources:

Seeds to dissect – broad or runner beans (pre-soaked or defrosted, if using frozen ones)

Climbing French bean seeds (these work really well), sugar snap pea seeds; compost, pots/ polythene bags + washing line

Pre-flowered bulbs to observe (check safety with these as some are toxic –use gloves, wash hands after, remind chn not to put in mouths) and/or onion bulbs or similar to plant. Large cooking onion to dissect.

Cress seeds and pots to grow in

Wilted plant eg basil

N/B This unit can continue into summer 2. Week 6 is planned for if you need an extra week of growth for the week 5 investigation. Consider when you will evaluate it (suggested lesson 7 which will be after half term). You may wish to re-order the sequence with lessons from summer 2 if it suits better!

Key vocabulary

All:

Seed, seed coat, food store, baby plant/ embryo, germination, lifecycle, conditions, grow, light, water, air, temperature

Seed shoot, root, leaves, plant, flower, fruit, seed pod, young plant, adult plant, seedling, conditions, seed dispersal

Bulb, food store, tulip, hyacinth, daffodil, leaves, layers, flower bud, tunic, basal plate, scales, roots

All: Seed, grow, light, water, test, healthy, not healthy, roots, stem, leaves

wild flowers, seed dispersal, weeds, adaptation

All: conditions, healthy, growth, water, sunlight, temperature, warmth, soil, test, observe, observations, scientists, compare

Y2 + temperature, nutrients, soil, air, variables, conclusions, variables, suitable temperature

Working scientifically

- Question, find out, observe, describe, perform simple test, compare, first hand practical experience
- Measure, length, height, mass/weight, time, temperature
- Record, results, table, chart

NC Links	Knowledge	Skills
<p>Y2 Plants</p> <p>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.</p> <p>KS1 Working scientifically: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</p>	<p>Week 1 - Assessment of last term's learning Y1: With support, I am learning to name parts of a seed and to begin to describe how it germinates Y2: I am learning to identify and name parts of a seed and explain how it germinates.</p> <p>Week 2 Children will sow seeds and begin seed diary Y1: With support, I am learning to describe how seeds grow into mature plants. Y2: I am learning to describe how seeds grow into mature plants.</p> <p>Week 3: Bean or pea lifecycle + update seed diary Y1: With support, I am learning to identify the main parts of a plant's lifecycle. Y2 LI: I am learning to identify and describe the main parts of plant's lifecycle.</p> <p>Week 4: Observing bulbs Y1: With support, I am learning to describe how bulbs grow into mature plants. Y2: I am learning to describe how bulbs grow into mature plants.</p> <p>Week 5*: Set up conditions for plant growth investigation Y1: With support, I am learning to investigate what plants need to grow and stay healthy. Y2: I am learning to investigate what plants need to grow and stay healthy.</p> <p>Week 6*: Crest award investigation Y1: With support, I am learning to identify and investigate where wild plants grow. Y2: I am learning to identify and investigate where wild plants grow.</p> <p>Week 7*: Review and evaluate plant growth investigation Y1: With support, I am learning to observe and record what plants need to grow and stay healthy. Y2: I am learning to observe and record what plants need to grow and stay healthy.</p>	<p>Week 1 Y1: I am starting to observe closely and use simple equipment. Y2: I am learning to observe closely and use simple equipment.</p> <p>Week 2 Y1: I am beginning to observe closely. Y2: I am learning to observe closely.</p> <p>Week 3 Y1: I am beginning to observe closely Y2: WS: I am learning to observe closely</p> <p>Week 4 Y1: I am beginning to observe closely. Y2: I am learning to observe closely.</p> <p>Week 5 Y1: I am learning to perform simple tests with support. Y2: I am learning to perform simple tests.</p> <p>Week 6 Y1: With support, I am learning to: use practical experiences to find answers; observe closely; ask and raise my own scientific questions. Y2: I am learning to: use first hand practical experiences to find answers; observe closely; ask and raise my own scientific questions.</p> <p>Week 7: Y1: WS: With support, I am learning to gather data and record simply in words and pictures. Y2: I am learning to gather and record data using diagrams, pictures and charts.</p>

Geography

<p><u>Termly</u> <u>Focus:</u></p> <p>Hot and Cold Countries South America</p>	<p><u>Key Vocabulary:</u></p> <p>Northern Hemisphere, Southern Hemisphere, hot, cold, climate zones, weather, climate: cold/polar, temperate, warm, tropical, adapt, habitats South America, Argentina, Bolivia, Brazil, Chile, Ecuador, Guyana, Paraguay, Peru</p>
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NC Links	Knowledge	Skills
<p>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> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p><u>Year 1 Locational Knowledge</u> Name, locate and identify characteristics of the 4 countries and capital cities of the UK.</p> <p><u>Human and Physical Geography</u> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. Use basic and geographical vocab to refer to physical and human features.</p> <p><u>Geography Skills and fieldwork</u> Use world maps, atlases, globes to identify the UK and its countries. Use simple compass directions and location and directional language.</p> <p><u>Year 2 Location Knowledge</u> Name and locate the world's 7 continents and 5 oceans.</p> <p><u>Place Knowledge</u> 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 Human and Physical Geography</p>	<p><u>Geographical Skills and Fieldwork</u> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied. 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</p>

Use basic geographical vocabulary to refer to key physical and human features.

Week 1: Identify hot and cold places and locate them on a map.

Week 2: Recognise the features of a hot and a cold place.

Week 3: Explore a hot or cold place (South America)

Where is South America? Locate on a map. Look at the human and physical features of an area of South America and compare to the UK

Week 4: Identify the animals that live in hot and cold places and recognise how they adapt.

Week 5: Describe an animal that lives in a hot or cold place. Extended writing opportunity: Explanation text – Explain how an animal adapts to a hot or cold place.

Week 6: Compare a pack list for a trip to a hot place with a list for a cold place. Describe what I would see in a hot or cold place. Extended writing opportunity: Write a postcard from a hot or cold place describing the climate and animals

Music		
Termly Focus: Samba - Rhythm		Key Vocabulary: Main Groove, break, call and response, beat, samba, rhythm
NC Links	Knowledge	Skills
<p>EYFS</p> <ul style="list-style-type: none"> To learn about music from another culture, To respond to music with movement Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and try to move in time with music. <p>KS1</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>LISTENING</p> <p>Rio https://www.youtube.com/watch?v=mCl9vgBS-go&t=115s Fanfarra Cabua Le Le – Sergio Mendes https://www.youtube.com/watch?v=HIV59UbrY-E Ey Macalena https://www.youtube.com/watch?v=a7dj5BXHgtk Fiesta Pa'Los Rumberos https://www.youtube.com/watch?v=ilbfaG3rtuQ Junk Yard Samba https://www.youtube.com/watch?v=bbuYYHukg-E Samba Percussion https://www.youtube.com/watch?v=XC0yHAW3-8w</p> <p>SINGING</p> <p>Crackers Maracas Mexican Beanbag Dance Strictly Come Singing (Cherry Fair - Adult choir support) King Kong Conga (warm up)</p> <p>COMPOSING</p> <p>Create a class /VSF Samba Band Create their own rhythms using ta, titi, ta ah</p> <p>MUSICIANSHIP</p> <p>Call and response rhythms Instruments of the Samba Band – Make their own instruments Samba rhythms</p>	<p>EYFS</p> <ul style="list-style-type: none"> To be able to explore a range of tuned and untuned instruments. To know how to start and stop with the rest of the group/class following the teacher/leader To explore sounds and recognise differences in sounds (loud/quiet, fast/slow) To recognise and explore that sounds can be organised. To identify and organise sounds using simple criteria e.g. loud, soft, high low To copy simple repeating patterns To follow simple structure To clap, march, nod etc to the music <p>Year 1</p> <ul style="list-style-type: none"> To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse To begin to think about others while performing To begin to listen to each other To start to follow the conductor/leader To begin to identify simple repeating patterns. To begin to understand simple structure (e.g. verse, chorus, verse) To begin to internalise the pulse within a piece of music <p>Year 2</p> <ul style="list-style-type: none"> To create and choose sounds for a specific effect. To perform rhythmical patterns

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| | | <ul style="list-style-type: none">• and accompaniments, keeping a steady pulse.• To think about others while performing.• To listen to each other.• Watch the conductor/leader• To begin to explore, choose and order sounds using the inter-related dimensions of music*.• To identify and recognise repeated patterns.• To understand simple structure (form e.g. ABA)• To internalise the pulse within a piece of music. |
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Computing

Termly Focus:

Purple Mash Computing Scheme: Mixed Age Planning Information.
Year 1 / 2 (Cycle B) Refreshed Computing Scheme.

Creating and Following Instructions (1) 3 Lessons

Key Learning:

- To understand that an algorithm is a set of instructions
- To follow and create simple instructions on a device
- To sequence algorithms that requires correct order
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Presenting Ideas (2) 3 of 4 Lessons

Key Learning:

Coming soon on Purple Mash. (Not yet available)

Key Vocabulary:

Creating and Following Instructions:
Instructions, algorithm, program, coding, computer bug, debugging.

NC Links	Knowledge	Skills
<p>English National Curriculum Objectives (Key Stage 1)</p> <ul style="list-style-type: none"> • Understand what algorithms are: how they are implemented as programs on digital devices: and that programs execute by following precise and unambiguous instructions. Strand: Computer science. Units: Coding and Route Explorers • Create and debug simple programs Strand: Computer science. Units: Coding • Use logical reasoning to predict the behaviour of simple programs. Strand: Computer science. Units: Coding • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Strand: Information Technology 	<p>Creating and Following Instructions:</p> <p>Key Learning: To understand that an algorithm is a set of instructions. To follow and create simple instructions on a devise. To sequence algorithms that require correct order.</p>	<p>Lesson 1 To follow simple instructions carefully. To explain that an algorithm is a set of instructions in order.</p> <p>Lesson 2 To follow clear instructions using a devise. To explain that an algorithm written for a computer to follow is called a program.</p> <p>Lesson 3 To understand how the order of instructions can change the result To correctly sequence the steps of a recipe To begin to understand what the word debugging means.</p>

<p>Units: Introduction to PM, Creative Computing, Data Explorers, Animated Stories, Making Beats.</p> <ul style="list-style-type: none">• Recognise common uses of information technology beyond school. <p>Strand: Digital Literacy.</p> <p>Unit: Technology Around Us</p> <ul style="list-style-type: none">• Use technology safely and respectfully, keeping personal information private: identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <ul style="list-style-type: none">• Strand: Digital Literacy <p>Units: Use of 2Be Safe Scheme, All Units</p>		
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RE		
<p>Termly Focus: Key Question: In what ways is the Synagogue important to Jewish people? Worldview: Judaism Community and Identity: Human and Social Science Focus of study: Special Places. We all have places that are special to us. Why are they special? What are the features of a special place?</p>	<p>Key Vocabulary/ Prior Learning: Shabbat and Torah The Ten Commandments The story of Abraham Shema Secular/Cultural Jewish people Jewish food and law Introduction to the Golden Rule Rosh Hashanah and Yom Kippur-The two high Holy days for Jewish families How the church is used by Christians (Community and Identity strand in Christian worldviews)</p> <p>Assessment Opportunities: Create a fact file about a Synagogue. Describe a service in a synagogue or produce a diary of a synagogue-based festival. Create a mind map to show learning. Generate questions for a Rabi.</p>	
<p>Background Information: A synagogue is a house of prayer where Jewish people can get together to feel closer to God, and each other. The services are led by a rabbi or a worshipper. Bimah-A raised platform where most of the service takes place. The Torah readings happen here. Ark-The Ark is a cupboard in which the Torah scrolls are kept. Siddur-This is the main prayer book. Torah Scrolls- There are several scrolls. The Torah scroll contains the first five books of the Hebrew scriptures, also the same as the first five books of the Christian Bible. Other scrolls contain the other books such as the Prophets, the Psalms, and the Histories. The Eternal Light (Ner Tamid) - hangs above the Ark and is always burning to remind everyone that God is always with them. The synagogue is the centre of the community for many Jewish people and different synagogues offer different resources. Many Jewish people try to live near to a synagogue so that they can walk there. Synagogues are also centres of learning for many Jewish communities</p>		
NC Links/ OD Sc	Knowledge	Skills
<ul style="list-style-type: none"> • Recognise that the Synagogue is an important building for many Jewish families. • Begin to ask wondering questions and share and record wonderings as appropriate. • Recall and name some features of a Synagogue and identify what they might teach about Jewish beliefs. • Make links with other places of worship and consider why it is 	<p>The synagogue is the centre of community life for many Jewish people. The synagogue is the centre of worship for Jewish people. The synagogue is where Jewish people learn about God.</p>	<p>Engagement: Look at a range of building and identify what they are used for. Discuss who visits those buildings and why. What do people do in those buildings? Are all buildings equally important? Sorting or ranking activity on the relevant importance of the buildings. Perhaps also sort which ones may be religious or secular. Discuss how that decision might be made. Discuss and suggest reasons why people like to meet together in places. Refer back to the unit on Christians meeting together and the EYFS work on what the church is</p>

important for communities to come together.

Enquire and Explore: Look at pictures of or visit a synagogue or do a virtual tour. Look for things that are similar to a church and also different to a church. Look at a range of synagogues and see that they are not all the same. Look for similarities and differences. Who might visit a Synagogue? Why might they go there? When would a Synagogue be used as a place of worship? What do you wonder? Find out what happens in a synagogue and what a service looks like. Identify which features of the synagogue are important to Jewish people. Interview some Jewish people if possible. Find out which festivals centre on the synagogue and which are more home based. Look at how the synagogue is used at Shabbat. Find out how the synagogue is used a community centre – some have Kosher shops, do lunches, feed students, hold Hebrew classes, have coffee mornings, run foodbanks, and are centres for study and learning as well as prayer

Evaluate: What makes Synagogues special places? How important is it to have a safe space to gather? Do people need to gather or can they pray and worship just as well on their own? What is the most important thing that Jewish people do in a synagogue? How similar is this to other places of worship or community centres? Are pupils using Key Vocabulary? Synagogue Jewish Judaism Rules Prayer Sacred Community Bimah Arc Siddur Eternal Light Rabbi Worship Torah

Reflect and communicate: What places are special to the pupils and what do they do there? Are these activities similar to what happens in a synagogue? If they have been able to interview a rabbi or other member of the Jewish community, what do they think was the most important thing that they have learned? Can pupils talk about what they have learned and ask I Wonder statements questions? Can pupils use Talk Partners effectively? Can pupils accept the opinions of others and give reasons for their own?

PSHER

Termly Focus: School value SERVICE

Key Vocabulary:

Physical health and mental wellbeing—Why is sleep important(different ways to rest and relax)/looking after our teeth/medicine safety

Service, generous, thankful, tired, sleep, unwind, relax, enamel, plaque, molar, canine, Incisor, tooth paste, filling, cavity,

Oral health foundation

NC Links/Topic	Knowledge	Skills
<p>PSHE Association Pof S</p> <p>H4 about why sleep is important and different ways to rest and relax</p> <p>H6 that medicines(including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7 about dental care and visiting the dentist: how to brush teeth correctly: food and drink that support dental health</p> <p>L2 how people and other living things have different needs: about the responsibilities of caring for them</p> <p>L3 about things they can do to help look after their environment</p> <p>L5 about the roles and responsibilities people have in their community</p>	<p>To understand what service means in practise, give examples of people in the community who serve.</p> <p>To know the impact of not having enough sleep and the importance of sleep for our bodies and wellbeing.</p> <p>To know some ways we can relax and get ready for sleep</p> <p>To understand that medicines can be helpful if used appropriately.</p> <p>To know how to keep safe and never play/take medicines</p> <p>To know the impact of food on their teeth</p> <p>To know how to look after their teeth</p> <p>To name the type of teeth</p>	<p>Plan and carry out an act of service for the school or community</p> <p>Begin to self-regulate and manage screen time, sleep etc</p> <p>Children can recognise the signs that they are becoming over tired</p> <p>Children can brush their teeth effectively and care for their oral hygiene</p> <p>Can make healthy choices around diet and oral care</p>

DT		
<p><u>Termly Focus:</u></p> <p>Technical Knowledge Explore and use mechanisms - Levers and sliders</p> <p>Design brief: To identify your target market and design a birthday card with a moving mechanism made using levers and a pivot.</p> <p>Resources: Split pins, recycled cardboard (cereal/ lightweight cardboard boxes), glue sticks, coloured card, foam tape or thicker card to lift the mechanism cover so that it moves freely)</p>	<p><u>Key Vocabulary :</u></p> <p>Mechanism, lever, pivot, slot, slider, input, output, design brief, target market, appealing</p>	
NC Links	Knowledge	Skills
<p>Design</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p>	<ul style="list-style-type: none"> • To understand how a range of mechanisms create movement • To know that sliders can move both up and down and side to side in a straight line • To know that a lever is a rigid bar that moves around a pivot 	<p>EYFS</p> <ul style="list-style-type: none"> • To handle scissors, pencil and glue effectively. • Hold scissors correctly and cut out small shapes • Safely explore different techniques for joining materials. • To share creations, talk about process and evaluate their work <p>Year 1:</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through own experiences. • Develop and communicate these ideas through talk and drawings • Select and use simple tools and equipment to perform a job • Plan by suggesting what to do next.

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- explore and use mechanisms in their products.

- Select and use appropriate tools and materials.
- Measure, mark out, cut, score, shape
- Evaluate their ideas throughout and finished products against design criteria, including intended user and purpose.

Year 2

- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- Develop, model and communicate their ideas through talking, mock-ups and drawings
- practical tasks, explaining their choices.
- Select new and materials, components and reclaimed materials
- Use simple finishing techniques suitable for the products they are creating.
- Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

Maths		
<p>Termly Focus:</p> <p>Year 1: Extended from Spring 2 Length and Height, Mass and Volume Multiplication and Division Fractions</p> <p>Year 2: Extended Length and Height, Mass, capacity and temperature Fractions, Time</p>	<p>Key Vocabulary:</p> <p>Multiplication, division, arrays Whole, half, quarter, equal and unequal parts Position, direction, movement, whole turn, quarter turn, half turn, three-quarter turn</p> <p>Three quarters, third, equivalent fractions, unit fractions, non-unit fractions, numerator, denominator, one whole, intervals of time, quarter past/to, duration</p>	
NC Links	Knowledge	Skills
<p>Multiplication and Division</p> <ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p>Fractions</p> <ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <p>Year 2</p> <p>Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions and of a length, shape, set of objects or quantity. Recognise the equivalence of write simple fractions for example, $\frac{1}{2}$ of 6 equals 3 	<p>1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers</p> <p>Fractions</p> <p>Develop a knowledge of what half and quarter means in an object, shape and quantity.</p> <p>Year 2</p> <p>Fractions</p> <p>Be able to recognise, find, name and write fractions in length, shape and quantity. Understand equivalence of fractions. Know how to work out fractions problems.</p>	<p>Year 1</p> <p>Multiplication and Division</p> <p>Count in 2s – Step 1 Count in 10s – Step 2 Count in 5s – Step 3 Recognise equal groups – Step 4 Add equal groups – Step 5 Make arrays – Step 6 Make doubles – Step 7 Make equal groups – grouping – Step 8 Make equal groups – sharing – Step 9</p> <p>Fractions</p> <p>Recognise a half of an object or a shape – Step 1 Find a half of an object or a shape – Step 2 Recognise half as a quantity – Step 3 Find a half of a quantity – Step 4 Recognise a quarter of an object or a shape – Step 5 Find a quarter of an object or a shape – Step 6 Recognise a quarter of a quantity – Step 7 Find a quarter of a quantity – Step 8</p> <p>Year 2</p> <p>Fractions</p> <p>Introduction to parts and whole – Step 1</p>

<p>Time</p> <ul style="list-style-type: none"> • compare and sequence intervals of time • 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 	<p>Time</p> <p>Read and write the time in o'clock, half past, quarter past and quarter to the hour.</p> <p>Develop knowledge of minutes and begin to understand units of 5 minutes.</p>	<p>Equal and unequal parts – Step 2</p> <p>Recognise a half – Step 3</p> <p>Find a half – Step 4</p> <p>Recognise a quarter – Step 5</p> <p>Find a quarter – Step 6</p> <p>Recognise a third – Step 7</p> <p>Find a third – Step 8</p> <p>Find the whole – Step 9</p> <p>Unit fractions – Step 10</p> <p>Non-unit fractions – Step 11</p> <p>Recognise the equivalence of a half and two quarters – Step 12</p> <p>Recognise three –quarters – Step 13</p> <p>Find three –quarters – Step 14</p> <p>Count in fractions up to a whole – Step 15</p> <p>Time</p> <p>O'clock and half past – Step 1</p> <p>Quarter past and quarter to – Step 2</p> <p>Tell the time past the hour – Step 3</p> <p>Tell time to the hour – Step 4</p> <p>Tell the time to 5 minutes – Step 5</p> <p>Minutes in an hour – Step 6</p> <p>Hours in a day – Step 7</p>
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