



Summer Term 2
2025-26

Oceans and Seas

<p>Value: Truth and Truthfulness</p>	<p>School Specific: 14.7.26:Castlethorpe – Cotswolds Wildlife Park 30.6.26: NB, NC, SG – Birmingham Sealife Centre Date to be confirmed – Sherington- Gulliver's Land</p>	<p>Ignites/ Dates: Phonics Screening Week – w/b 8th June Optional SATS week – w/b 15th June MK Music Festival – afternoon of the 17th June Data Point 3 – 25th June Cherry Fair – 28th June End of year reports to parents – Friday 3rd July</p>
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English

Key Vocabulary	Key texts and Tier 2 vocabulary	Text Types
<p>Year 1 – adjectives, capital letters for proper nouns, conjunctions, exclamation marks</p> <p>Year 2 – noun phrases, exclamation sentences, contractions, paragraphs</p> <p>Both – suffix endings, punctuation, conjunctions</p>	<p><i>The Sea Saw</i> by Tom Percival</p> <ul style="list-style-type: none"> • pounded • curiously • battered • shimmering • hitched • whipping • towering • drifting <p><i>Someone Swallowed Stanley</i> by Sarah Roberts</p> <ul style="list-style-type: none"> • swept • terrible • vast • hummed • spluttered • beady • skimmed 	<ul style="list-style-type: none"> • Story writing • Information writing • Postcards

- **soared**

The Boys by Lauren Ace and Jenny Loulie

- **bobbing**
- **expressing**
- **shifted**
- **swept**
- **bravest**
- **patient**
- **weighed**
- **happiest**

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 	<ul style="list-style-type: none"> • Story writing – suffix endings and adjectives/noun phrases • Information writing – conjunctions and capital letters for proper nouns • Postcards – exclamation marks and contractions and exclamation sentences 	<p>Story writing – (weeks 1 and 2 - KB)</p> <p>Year 1</p> <ul style="list-style-type: none"> • Write sentences in order to create a short narrative • Use adjectives to describe • Re-read writing and check it makes sense • Use capital letters, full stops and exclamation marks • Use the conjunction ‘and’ • Use suffixes -ing, -ed, er, est <p>Year 2</p> <ul style="list-style-type: none"> • Follows a logical sequence • Use expanded noun phrases • Use of time adverbials • Use capital letters, full stops and exclamation marks • Use present and past tense correctly • Use co-ordination and, or, but • Use sub-ordination because, when, if, that • Use suffix endings er, est, ly, ful, ness, ment, less • Use commas <p>Information writing – (weeks 3 and 4 - PB)</p> <p>Year 1</p> <ul style="list-style-type: none"> • Re-read writing and check it makes sense • Use capital letters for names and place names • Use full stops and exclamation marks • Use the conjunction ‘and’ • Create sentences to form non-fiction texts <p>Year 2</p> <ul style="list-style-type: none"> • Follows a logical sequence • Accurate use of pronouns

- joining words and joining clauses using and
- 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

- Appropriate language chosen
- Use commands and questions
- Use co-ordination and, or, but
- Use sub-ordination because, when, if, that
- Use capital letters, full stops
- Use question marks and exclamation marks
- Use present and past tense

Postcards – (weeks 5 and 6 - RM)

Year 1

- Create sentences to form short narratives
- Use features of text type and appropriate vocabulary choices
- Use adjectives to describe
- Use capital letters for names, place names and I
- Use full stops and exclamation marks
- Use question marks
- Use conjunction 'and'

Year 2

- Use expanded noun phrases to describe
- Use of time adverbials
- Use exclamation sentences
- Use capital letters and full stops and exclamation marks
- Use present and past tense correctly
- Use apostrophes for admission

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

Living Things in their environment

Identify and name plants and animals in habitats incl. microhabitats

Food Chains

Have also added in the following as didn't do enough last cycle:

Identify that most living things live in habitats to which they are suited and how they depend on each other

Resources:

Week 1 – you will need to make 'discovery bags' of ('safe to touch') tree parts from some different trees + print assessments

Weeks 2 and 3 – we will be investigating microhabitats in the local environment. Will be an idea to make sure you have different microhabitats 'set-up' at least a couple of weeks before to encourage mini-beasts. Possibly set up a small container of water to encourage wildlife but ensure no danger to children. Or if you are visiting a different environment on a trip adapt lesson 2 to do there

Week 3 Outdoor learning week – have suggested some Crest award challenges that could be done in addition to lesson 3

Key vocabulary

Week 1 :

Deciduous and evergreen + names of some common trees and some of their parts e.g. oak, acorn, horse chestnut, conker, sycamore , hawthorn, berries etc

Weeks 2-6:

All- Working scientifically

- Question, find out, observe, describe, test, compare
- Measure, length
- Record, results, table, chart, pictograph

From Y1 objectives

Animals including Humans

- Common names of animals (minibeasts) in the local micro-habitat environment
- Herbivore, carnivore, omnivore

From Y2 objectives

Living things in their habitats

- Living, dead, non-living
- Habitat, micro habitat, food chain
- Field, hedgerow, pond, woodland, seashore, ocean, rainforest, Arctic, desert
- Air, food, water, shelter, heat, warmth, sun

Life processes: Nutrition, growth, movement

NC Links	Knowledge	Skills
<p>All:</p> <ul style="list-style-type: none"> To assess knowledge and understanding of plants <p>Living things and their habitats (Y2 Programme of study):</p> <p>Y1</p> <ul style="list-style-type: none"> Identify and name some common plants and animals in their habitats, including microhabitats. With support, begin to describe how animals obtain their food from plants and other animals, using the idea of a simple 3-part food chain, and identify and name different sources of food. Identify that most living things live in habitats to which they are suited and begin to understand how some different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Y2:</p> <ul style="list-style-type: none"> To recall identify and name a variety of common animals that are carnivores, herbivores and omnivores Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple 4-part food chain, and identify and name different 	<p>Week 1</p> <p>Y1 :I am learning to investigate my local habitat.</p> <p>Y2 :I am learning to investigate my local habitat and suggest what might live there.</p> <p>Children will complete Plants assessment and look for different types of microhabitats in their local environments e.g. school fields, playgrounds, hedgerows/trees.</p> <p>Week 2</p> <p>L1: Y1: I am learning to sort animals by what they eat.</p> <p>Y2: I am learning to use simple food chains.</p> <p>Y1 will sort pictures of animals into herbivores, carnivores and omnivores.</p> <p>Y2 will make food chains</p> <p>Week 3:</p> <p>L1: Y1 With support, I am learning to identify and name some common plants and animals in microhabitats within my local environment.</p> <p>Y2 I am learning to identify, name and classify a variety of plants and animals in microhabitats within my local environment.</p> <p>Crest Award – Animal Adventurers. Children will explore the animals and plants that live in the microhabitats which they identified in their local environment in week 1.</p> <p>Week 4:</p> <p>Y1: I am learning to identify some plants and animals that live in a seaside habitat.</p> <p>Y2: I am learning to identify some living things in a seaside habitat and begin</p>	<p>Week 1</p> <p>Y1 – can use simple equipment to observe closely</p> <ul style="list-style-type: none"> -ask simple questions -identify and classify <p>Y2 as above +</p> <ul style="list-style-type: none"> -identify, group and classify -use their observations and ideas to suggest answers <p>Week 2</p> <p>Y1 Use simple equipment to observe closely. Identify and record what is observed. Ask simple questions. Record in a variety of ways - Communicate ideas in simple map form</p> <p>Y2 Use simple equipment to observe closely . Identify and record in more detail, what is observed. Ask simple questions, using some correct scientific vocabulary. Use secondary sources of information to help in answering questions (Y1 with some support, Y2 more independently). Record in a variety of ways - Communicate ideas in more detailed map form with a key.</p> <p>Week 3:</p> <p>As last week +</p> <p>ALL: Gather and record data to help with answering questions. Communicate ideas in a tally chart. Y2 also: use secondary sources of information to help with answering</p>

<p>sources of food.</p> <ul style="list-style-type: none"> 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 by considering the adaptations of animals, and how living things in a habitat depend on each other. 	<p>to explain how they depend on each other.</p> <p>Children will explore seaside habitats (n/b some schools visiting sealife centre)</p> <p>Week 5: Y1: I am learning to observe and describe the changes that happen in summer.</p> <p>Y2: I am learning to observe and describe the changes that happen in summer. I am beginning to understand why we have seasonal change.</p> <p>Children will have their final seasonal walk of the year: summer (possibly complete in Forest school lesson)</p> <p>Week 6: Y1: I am learning to describe the basic needs of animals, including humans and am starting to ask and suggest answers to simple scientific questions.</p> <p>Y2: I am learning to describe the basic needs of animals and to ask and raise my own scientific questions.</p> <p>Children to choose a pet or wild animal- they will use own knowledge and further research to help make a response to share with class, about the animal's habitat and what they need to survive and thrive.</p>	<p>questions about why minibeasts live in particular microhabitats</p> <p>Week 4 Y1 To ask simple questions . Use secondary sources of information, with support, to help with answering questions.</p> <p>Y2 To ask simple questions and recognise they can be answered in different ways. Use secondary sources for information to help with answering questions. Communicate their ideas, what they do and what they find out in a variety of ways.</p> <p>Week 5 All – identify, group and classify</p> <p>Week 6 N/A</p>
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History		
<p>Termly Focus: Oceans and Seas</p> <p>Significant people: Mary Anning (fossilist/palaeontologist), Grace Darling (heroine) Christopher Columbus (explorer)</p>	<p>Key Vocabulary:</p> <p>Year 1</p> <ul style="list-style-type: none"> Year, decade, century, long ago, important, because, <p>Year 2</p> <ul style="list-style-type: none"> Explorer, paleontologist, Lyme Regis, Mary Anning, fossils, extinct, expert, Atlantic Ocean, Christopher Columbus, Grace Darling, significant 	
NC Links	Knowledge	Skills
<p>Core skills – Intention of learning <u>To Investigate and interpret the past</u> Y1 – Observe/handle evidence to ask questions and find answers to questions about the past. Y2 – use artefacts, pictures, stories, online sources, data bases to find out about the past</p> <p><u>To build and overview of world history</u> Y1 – describe historical events and a significant individual Y2 – recognise that there are reasons why people in the past acted as they did.</p> <p><u>To understand chronology</u> Y1 – label timelines with words or phrases, place events and artefacts in order on a timeline. Y2 – recount changes that have occurred in their own lives, use dates where appropriate</p> <p><u>To communicate historically</u> Y1 – use words and phrases to describe the passing of time. Y2 – To show an understanding of a nation and nations history. Understanding of historical concepts – monarchy, parliament, democracy, Investigate and interpret the past</p>	<p>To know what a ‘significant person’ means.</p> <p>To have knowledge of Mary Anning's significance in ‘changing the nations history’ by being the first female that made huge discoveries to do with fossils and dinosaurs, but also redirecting attention to women in science.</p> <p>To understand that Grace Darling was a significant woman in history and ‘changed the nations history’ as one of the first women to be viewed as brave and a heroine. She also raised the profile of RNLI inspiring others to save life!</p> <p>To understand that Christopher Columbus is hugely significant ‘changing the nations/worldwide history’ because he discovered new lands and trade paths introducing commodities like sugar, tobacco, chocolate, and potatoes to the Old World.</p>	<ul style="list-style-type: none"> Chronology- sequencing, events beyond living memory Source work –exploring sources, extracting evidence from various sources with support Enquiry- asking questions, investigating ideas <p><u>Wk 1 Key Question:</u> Who was Mary Anning? Why is she remembered?</p> <p><u>Wk 2 Key Question:</u> Who was Grace Darling and why is she remembered?</p> <p><u>Wk 3 Key Question:</u> How do we know about Grace Darling and how do we remember her?</p> <p><u>Wk 4 Key Question:</u> What changes did Mary Anning and Grace Darling make to our nation’s history?</p> <p><u>Wk 5 Key Question:</u> Who was Christopher Columbus, how do we know about him and why is he remembered?</p> <p><u>Wk 6 Key Question:</u> What was life like on board during Christopher Columbus’s voyages? How is he remembered today?</p>

Music		
Termly Focus: Under the Sea Composition/Graphic Scores. Playing tuned percussion instruments		Key Vocabulary: Pulse, rhythm, tempo, dynamics, timbre, pitch
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>https://www.youtube.com/watch?v=1QOOiOfIJ1 Under the Sea – Full song (Disney)</p> <p>https://www.youtube.com/watch?v=bsDXsYkeyll Under the Sea - Pianos</p> <p>https://www.youtube.com/watch?v=j9Dx8WP8YD4 Under the Sea - Percussion</p> <p>https://www.youtube.com/watch?v=lyFpZ5MZ7kk&t=7s Aquarium carnival of the animals</p> <p>https://www.youtube.com/watch?v=LTrk4X9ACTw Orinoco Flow</p> <p>https://www.youtube.com/watch?v=LTrk4X9ACTw La mer Debussy</p> <p>SINGING</p> <p>Sea Chanties Down there Under the Sea We are Jellyfish Music Festival songs</p> <p>MUSICIANSHIP</p> <p>Sea chanties rhythms/pulse Chair drumming Chime bars Notation – Crotchet/quavers (turtle, crab) Ostinato Charlie Over the Ocean</p> <p>COMPOSITION</p> <p>Commotion in the ocean sound effects Graphic scores</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

Year 2

- To create and choose sounds for a specific effect.
- To perform rhythmical patterns
- 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.

Computing

Termly Focus:

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

Presenting Ideas (2) Lesson 3 and 4

Key Learning:

- To understand that ideas can be organised and presented using a concept map
- To add information to a concept map
- To organise ideas clearly in a concept map
- To use a concept map to present ideas to others.

Technology Around us (1) 4 Lessons

Key Learning

To know what the word technology means

To know what technology is used in school

To consider the purposes of technology used in the wider world.

To understand the safe use of technology devices.

Key Vocabulary:

Concept map, title, node, connecting line, present.

Technology, devise, electronic, digital technology, hardware

NC Links	Knowledge	
<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 	<p>Presenting Ideas</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • To understand that ideas can be organised and presented using a concept map • To add information to a concept map • To organise ideas clearly in a concept map • To use a concept map to present ideas to others. <p>Technology Around Us</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • To know what the word technology means • To know what technology is used in school • To consider the purposes of technology used in the wider world. • To understand the safe use of technology devices. 	<p>Lesson 1</p> <ul style="list-style-type: none"> • I can understand what a concept map is and why it is used. • I can add a title and ideas to a concept map. • I can use lines to connect ideas. <p>Lesson 2</p> <ul style="list-style-type: none"> • I can add more information to my concept map. • I can create a second layer of ideas. • I can use colour to organise my nodes. <p>Lesson 3</p> <ul style="list-style-type: none"> • I can explain how to make a concept map clear to read. • I can group my own ideas together. • I can check all my ideas are linked.

<p>digital content.</p> <p>Strand: Information Technology 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. 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 Units: Use of 2Be Safe Scheme, All Units		<p>Lesson 4</p> <ul style="list-style-type: none">• I can complete a clear concept map.• I can talk about my ideas.• I can listen to others.
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RE		
<p>Termly Focus: Key Question: Why do most Christians call God creator? Worldview: Christianity Strand: Beliefs and questions Exploring the biblical story of creation including Genesis Chapter 1 and 2 (the creation of the world and the creation of man); learning about God’s character through creation and God’s purpose for his creation; exploring God’s view of creation in the Psalms e.g. Psalm 8 focusing on the beauty and purpose of God’s creation including the beauty of the physical world and the role of mankind looking after it: Psalm 19 – revealing God’s character through creation and nature as well as his laws; links with the Shabbat (the day of rest in creation)</p>	<p>Key Vocabulary: Creation, characteristics of God, mankind, human, powerful, mighty, loving, image, relationship, holy, forgiving, Shabbat, environment</p>	<p>Resources Creation – The Brick Bible Genesis 1 ICB - The Beginning of the World Creation Song 1 Creation song 2 Max Lucado: You are Special Psalms 8 and 19 (creator God characteristics) A selection of other psalms to show God’s other characteristics Psalm 119 Teaches Us about God Psalm 145 teaches us about God Bible.org</p>
NC Links/ OD Sc	Knowledge	Skills
<p>National Statement of Entitlement (NSE) a, b, d, g, i, j</p> <p>Assessment Opportunities:</p> <ul style="list-style-type: none"> • Pupils can recall the key events of creation. • Pupils can sequence the key events of creation. • Pupils can list different characteristics of God. • Pupils can explain why God created the world and what purpose he gave to mankind in their own words. • Pupils can identify the key rules that God gave Adam and Eve and evaluate these. • Pupils make a link with God resting on the seventh day and Shabbat. • Pupils can identify how the creation story might impact the behaviour of Christians. 	<p>Engagement What do Christians learn about God through Jesus? What is his character like?</p> <p>Make a list of the different ways that Christians and other believers describe God – focus on Jewish Muslim believers as well as Christians.</p> <p>Enquire and Explore Use the story of You are Special by Max Lucado It puts the creation of man and God’s love for his creation into context. Explore the story of creation in Genesis. Read the children’s bible version and learn the sequence of key events of the seven days of creation.</p> <ul style="list-style-type: none"> • What do Christians believe about the world? • Did they make it or is it a gift? • If it is a gift to humans, who made it? • Is there a day of creation that we could manage without? • Are all days / events in creation of equal importance? 	<ul style="list-style-type: none"> • I can recall the creation of the world and the creation of mankind. • I can describe God’s purpose for the creation of the world in simple terms. • I can describe God’s characteristic shown in the creation story i.e. powerful and mighty and loving. • I can recall some characteristics of God from the psalms e.g., king of the earth, holy, forgiving, I know that all creation is important to God but humans were created in his image to have a special relationship with God. • I can explain how the Shabbat is linked to the creation story. • I can explain why it is important to look after our world and the environment around us and can make suggestions on what I can do to care for the world.

- What do we learn about God's character through creation?
- What was creation like in God's eyes?
- Why did God rest on the seventh day?

Make links with the Shabbat and explore that fact that the Jewish creation story is the same as the Christian creation story. Learn about the creation of Adam and Eve.

- Why did God create humans?
- What did God create man to be like?
- What does 'being created in God's image' mean?
- What instructions did God give to man and why?
- Investigate God's character in the Psalms with a focus on Psalm 8 and 19.
- How is creation described in these psalms?
- What does it say about the creator / God?
- How can we learn more about God?
- What does God show about himself in creation?
- Pupils could explore the character of God through specific Bible verses from the psalms
- e.g. What does this verse tell you about the character of God?
- How many different characteristics have we found out about God?

Evaluate

Consider what is the key characteristic of God that we learn through the creation story.

- What do you think a creator God should be like?
- Does the biblical account match your ideas about a creator God?

Reflect and communicate

Consider the great commission / rule to look after and care for the world that Adam and Eve.

- Do Christians follow the great commission today?
- How might God feel about his creation now?
- Do other faith groups and non-religious people follow this rule?
- Why do you think it is important to look after our world?
- What environmental issues are you aware of that damage our world?
- How can we look after our world?

PSHER

Termly Focus:

School value truth and truthfulness
 Keeping safe -how rules and age restrictions help us
 Moving on and coping with change
 Child safety week (1st-7th July)
 Loneliness awareness week 15th –21st June “Giving loneliness a voice”

NB in future this will include lesson on bereavement/ family changes but we are awaiting guidance on best way to teach so not covered this year

Key Vocabulary:

Truth, lie, white lie, rules, guidelines, ambition, hopes, maturing, responsibility, permission, age restriction, worry, nervous, anxious,

NC Links/Topic	Knowledge	Skills
<p>PoS</p> <p>H28 about rules and age restrictions that keep us safe</p> <p>L1 about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>H27 about preparing to move to a new class/year group</p> <p>R17 about knowing there are situations when they should ask for permission and also when their permission should be sought</p>	<p>About change as people grow up, including new opportunities and responsibilities</p> <p>Preparing to move to a new ‘class’ and setting goals for next year</p> <p>Children explore their own worries and hopes</p> <p>How rules can keep us safe</p> <p>Why some things have age restrictions eg TV and film, games, toys or play areas NB new guidance states moving a way from teaching about risks of gaming at Y2</p> <p>To understand the importance of truthfulness and the impact on our school community</p>	<p>Children are aware and can describe in simple terms about how we change as we grow up (focus away from physical change but look at abilities, skills etc)</p> <p>Know that they need to take more responsibility for themselves as we grow and mature.</p> <p>Children can use vocabulary associated with emotions to describe how they are feeling</p> <p>Can give explanation of why we have simple rules related to age restrictions</p>

Art		
Termly Focus 3D/ Sculpture- Clay Sea Rocks (elements of printmaking included)		Key Vocabulary : clay, rocks, reef, coral, roll, pinch, press, flatten, twist, print, texture, print, pattern, tools, knife, sculpt, observe, describe
NC Links	Knowledge	Skills
<p>To develop ideas Y1- Respond to ideas and starting points Y2 Explore ideas and collect visual information. Explore different methods and materials as ideas develop</p> <p>To master techniques</p> <p>Sculpture Y1 Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Y2 -Use a combination of shapes. Use techniques such as rolling, cutting, moulding and carving</p> <p>Drawing Y1 Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Y2 Show different tones by using coloured pencils</p> <p>Print Y1 Use repeating or overlapping shapes Use objects to create prints (e.g. fruit, vegetables or sponges) Press, roll, rub and stamp to make prints.</p>	<p>Year 1: Drawing Observe patterns in the natural and made world</p> <p>Year 2: drawing Uses a journal or sketchbook to record what they see and collect, recording new processes and techniques</p> <p>drawing Can record ideas, observations and designs in a visual journal to support the development of ideas and skills</p> <p>3D Begin to make thoughts and comments about own work and that of others</p>	<p>Year 1: 3D Carve into clay with tools</p> <p>3D Can model in malleable/plastic materials and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features</p> <p>Printing Can Mono print by marking onto an ink block, or drawing onto the back of paper on an inked block, controlling line and tone using tools or pressure</p> <p>Year 2: 3D Can use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care</p> <p>3D Use a range of decorative techniques- pressing, carving, shaping</p> <p>3D Can feel, recognise and control surface experimenting with basic tools on rigid / pliable materials</p>

Maths		
<p>Termly Focus:</p> <p>Year 1: Extended Fractions Position and Direction, Place Value to 50 and 100, Money, Time</p> <p>Year 2: Extended Fractions, Time Statistic, Position and Direction</p>	<p>Key Vocabulary:</p> <p>Whole, half, quarter, equal and unequal parts Position, direction, movement, whole turn, quarter turn, half turn, three-quarter turn, value, number, tens, ones, more than, less than, equal to, greater than, fewer than, days, months, season, analogue clock, hour, minutes, o'clock, half past. Money, total, pence, coins</p> <p>Three quarters, third, equivalent fractions, unit fractions, non-unit fractions, numerator, denominator, one whole, intervals of time, quarter past/to, duration Data, tally, bar graph, pictogram, less than more than, compare, total, title, turn, quarter turn, half turn, $\frac{3}{4}$ turn, whole turn, left right, clockwise and anti-clockwise</p>	
NC Links	Knowledge	Skills
<p>Year 1 Fractions Position and Direction Place Value to 50 and 100 Money Time</p> <p>Year 2 Fractions</p> <ul style="list-style-type: none"> Recognise, find, name and write fraction 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>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 	<p>Year 1 Fractions</p> <ul style="list-style-type: none"> Develop a knowledge of what half and quarter means in an object, shape and quantity. <p>Position and Direction</p> <ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns <p>Place Value</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and tens identify and represent numbers using objects and pictorial representations • read and write numbers to 100 in numerals • read and write numbers from 1 to 20 in numerals and words given a number, identify one more and one less. 	<p>Year 1 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>Position and Direction</p> <p>Describe turns – Step 1 Describe position – left and right – Step 2 Describe position – forwards and backwards- Step 3 Describe position – above and below – Step 4 Ordinal number – step 5</p> <p>Place Value to 50 and 100</p> <p>Count from 50 to 100 – step 1 Tens to 100 – Step 2</p>

and the number of hours in a day.

Statistics
Positioning and Direction

Money

- recognise and know the value of different denominations of coins and notes

Time

- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Year 2

Fractions

- 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.

Time

- Read and write the time in o'clock, half past, quarter past and quarter to the hour.
- Develop knowledge of minutes and begin to understand units of 5 minutes.

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data

Partition into tens and ones – Step 3

The number line to 1-- Step 4

1 more, 1 less – Step 5

Compare numbers with the same number of tens – Step 6

Compare any two numbers – Step 7

Money

Utilising – Step 1

Recognise coins – Step 2

Recognise notes – Step 3

Count in coins – step 4

Time

Before and After – Step 1

Days of the Week – Step 2

Months of the year – Step 3

Hours, minutes and seconds – Step 4

Tell the time to the hour – Step 5

Tell the time to the half half – Step 6

Year 2

Fractions

Introduction to parts and whole – Step 1

Equal and unequal parts – Step 2

Recognise a half – Step 3

Find a half – Step 4

Recognise a quarter – Step 5

Find a quarter – Step 6

Recognise a third – Step 7

Find a third – Step 8

Find the whole – Step 9

Unit fractions – Step 10

Non-unit fractions – Step 11

Use mathematical vocabulary to describe position and direction and movement, including movement in a straight line and distinguishing between rotational as a turn and in terms of right angles for quarter, half and $\frac{3}{4}$ turn.

Recognise the equivalence of a half and two quarters – Step 12

Recognise three –quarters – Step 13

Find three –quarters – Step 14

Count in fractions up to a whole – Step 15

Time

O'clock and half past – Step 1

Quarter past and quarter to – Step 2

Tell the time past the hour – Step 3

Tell time to the hour – Step 4

Tell the time to 5 minutes – Step 5

Minutes in an hour – Step 6

Hours in a day – Step 7

Statistics

Make a tally chart – Step 1

Tables – Step 2

Block diagrams – Step 3

Draw pictograms – Step 4 (1)

Interpret pictograms – Step 5(!)

Draw pictograms (2, 5, 10) - Step 6

Interpret pictograms (2, 5, 10) - Step 7

Positioning and Direction

Language of position – Step 1

Describe movement – Step 2

Describe turns – Step 3

Describe movement and turns – Step 4

Shape patterns with turns – Step 5