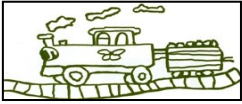


Year 1/2 Summer 2



KUW

Geography -

Locational knowledge

To name and locate the world's seven continents and five oceans

Geographical skills and fieldwork

To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

History -

The lives of significant individuals in the past who have contributed to national and international achievements eg: Florence Nightingale.

Science

Animals, including humans:

Year 1: Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (classify)

Year 2:

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (ask simple questions) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (gather and record data to help answer questions)

Outdoor learning Science:

Identify and name a variety of common animals including fish, amphibians (classify) Describe and compare the structure of a variety of common animals (fish, amphibians) (use observations to answer questions)

RE--

To know basic facts about Hinduism
To know some Hindu stories
To know about Hindu gods and goddesses.
To know how people pray
To know and compare the features of Hindu and Christian weddings.

Communication Language and Literacy

Genre- Key skills and Newspaper reports

Focus: Language choices and non fiction features

SPAG:

Year 1

- Leaving spaces between words
- 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'

Word

How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

Sentence

Joining words and joining clauses using and

Punctuation

Capital letters for names and for the personal pronoun I

Year 2

-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, exclamation, command

-Expanded noun phrases to describe and specify

-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

Sentence

Subordination (using when, if, that, because) and coordination (using or, and, but)

Brilliant Britain

Children will be learning about The COVID29 outbreak, where it happened, how it spread and who were the significant people making decisions this theme will be used as a vehicle for all creative, literacy and knowledge and understanding work as well as RSHE and wellbeing.

Grange View C.E First School



Week 1 and 2

Literacy - Key skills revision

ICT— How does an animation work?

Science — what do we need to survive?

RE— Do Hindus have a Holy Book?

Geography—Where has the corona virus been?

ICT— How can I make my animation longer?

Science— What are the best foods to eat?

RE—How many Gods do Hindus have?

Science—How can we protect ourselves from bugs and viruses?

Week 3 and 4

Literacy - Key skills revision

ICT— How can I make my animation smoother?

Science—What is the point of exercising?

RE—Do Hindus pray, if so....where?

History—Who is our prime minister?

ICT— How does a freeze frame animation work?

Outdoor learning—How can birds differ to other animals?

RE—What does a Hindu wedding look like?

History—Who was the lady with the lamp?

Week 5, 6 and 7

Literacy - Newspaper report writing (2 weeks)

ICT— What are the different stages for the animation?

Science—What do we use to keep ourselves germ free?

RE—What does a Christian wedding look like?

History—What happened during the COVID19 outbreak?

ICT— What is a loop? How can it be used?

Outdoor learning —How are aquatic animals different to others?

RE—Are weddings celebrated in the same way?

Art—what materials can be used to create flags?

Week 7—end of year arrangements and assessments

Mathematical Development

Core number sense and basic skills being revised. If we reopen further the objectives below are those still to be taught

Addition and subtraction Y1 unit

Subtraction, not and then crossing 10

Related facts and comparing number sentences

Measurement: Length and height Y1 unit

To compare lengths and heights

To measure length

Measurement: Weight and volume Y1 unit

To measure and compare mass

To measure and compare capacity

Number: Fractions Y2 unit

Make equal parts

Recognise a half, find a half

Recognise a quarter and find a quarter

Recognise a third and find a third

Unit fractions

Non unit fractions

Equivalence of 1/2 and 2/4

Find three quarters

Count in fractions

Number: Measurement: Length & Height Y2 unit

Measure length (cm)

Measure length (m)

Compare lengths

Order lengths

Four operations with lengths

Creative Development

Art

To use a range of materials creatively to design and make products
To develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space

Art and Design skills:

Apply techniques:

Painting

Year 1

* Use thick and thin brushes to experiment with lines.

* Use paint to show ideas (all paints, water paints and powder paints) painting pictures of things you see, physical objects and settings etc.

*Name the primary and secondary colours.

Year 2

* Mix primary colours to make secondary colours creating and understanding the colour wheel.

Esafety:

Sites I like and SMART CREW

ICT- Animations

To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

To 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

Computing skills:

Multimedia - Information Technology (IT):

Use technology purposefully to create digital content.

Y1: Use a video or stills camera to record an activity

Y2: Explore the effects of sound and music in animation and video.

Mastery opportunities for maths:

- To use a ruler to measure accurately for their flag designs
- To read scales for maps
- To identify similarities and differences with amphibians, pond life and minibeasts to sort and classify
- To measure distances between countries in kilometres
- To use stop watches to time exercise sessions
- To use a tape measure to measure length of howler throws and long jumps
- To compare lengths to determine athletic winners

PSED—Primary Toolkit

Physical health and wellbeing

To communicate their feelings to others and recognise how others show feelings and how to respond.

To understand what constitutes and how to maintain a healthy lifestyle

To recognise what they like and dislike, how to make real, informed decisions that improve their physical and emotional health.

To learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

To understand the importance of, and how to maintain, personal hygiene

Key

Outside environment

Multiculturalism

Arts

Creative Development

Music—Charanga: Y1 Round and round Y2:

Zootime

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

To play tuned and untuned instruments musically

Physical Development

No external providers due to COVID 19 safety restrictions

If possible: Athletics - Olympic Sports practise

To develop skills of throwing and aiming (quoits/ howlers/ javelins)

To develop skills of jumping and running (hurdles, long jump, triple jump, skipping, sprint, sack race, baton relay)



Communication Language and Literacy

Communication Language and Literacy

Stories that raise issues and dilemmas —reading, studying and then writing own stories

Persuasive Texts—reading, studying and then writing own persuasive texts

Using a range of media to create oral and visual versions of persuasive texts

Big writing—working on target : To write imaginative and thoughtful texts.

SPAG: Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

ICT- School 360—logo

To develop and refine ideas by bringing together and organizing text, images and sound as appropriate

To be sensitive to the needs of the audience and think carefully about the content

To talk about what they could improve in future work