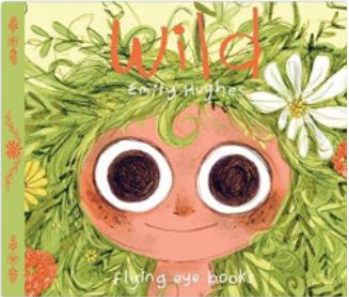


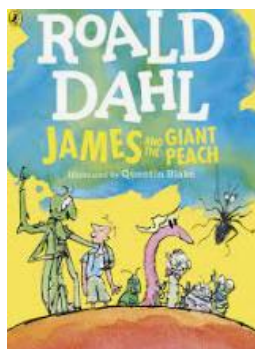
Year group	Term: Summer 2 (6 weeks 4 days)	Topic: Where the Wild Things Grow! SHINE VALUE: Nurture (kindness, caring, cooperation)			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/s Exit Point
Year 1 English	Non-Fiction: recount Narrative: Wild				
	Word Aware Words: narrative, character, setting, recount, first, next, then, last				
	<ul style="list-style-type: none"> To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. Compose a sentence orally before writing it to combine words to make sentences, including using 'and' Sequence words to form simple sentences Separate words with spaces Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes To spell simple compound words To read words that they have spelt. Spell known Year 1 common exception words correctly. Use adjectives to describe. Use suffixes; ing, est, ed, er where the root word does not change Read their writing aloud clearly enough to be heard by their peers and the teacher. Reread their writing to check that it makes sense and to independently begin to make changes. 	<p style="text-align: center;">Wild by Emily Hughes</p> 	<ul style="list-style-type: none"> Know that narratives include characters and a setting Know that narratives are fictitious Know that a recount tells the reader about an event 	<ul style="list-style-type: none"> To orally rehearse a sentence before writing it Use capital letter and full stops accurately Write simple sentence that make sense Use phonemes to spell CVC words Use adjectives to describe Use the conjunction 'and' Use time sequencing words 	<p>Sequence sentences to write a narrative</p> <p>Write a recount about a real event</p>
Year 2	Narrative: James and the Giant Peach Poetry: 10 Things in a Wizard's Pocket				

English

Word Aware Words: narrative, opening, build up, problem, resolution, ending

- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling,
- To spell Y1 and Y2 common exception words correctly
- add -ing, -ed,
- 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)
- Write narratives about personal experiences and those of others (real and fictional).
- Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary
- Reread to check that their writing makes sense and that the correct tense is used throughout.
- Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly
- To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
- To use the present tense and the past tense mostly correctly and consistently.
- To form sentences with different forms: statement, question, command.
- To using co-ordination (or/and/but).
- To use some subordination (when/if/that/because).

James and the Giant Peach by Roald Dahl



10 Things found in a Wizard's Pocket by Ian McMillan

- Know that narratives include characters and a setting
- Know that a narrative includes an opening, build up, problem, resolution and ending
- Know that narratives are fictitious
- Know that a list poem collects its content in a list

- Use coordinative and subordinate conjunctions
- Use expanded noun phrases
- Use past tense correctly
- Edit sentences to ensure that they make sense

Sequence sentences to innovate a -part narrative.

Write a list poem

Year 1

Number: Multiplication and Division,

Measure: Shape 2D & 3D shapes

Maths	Word Aware Words: multiply, divide, number line, repeated addition, problem		
	<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. Recognise and know the value of different denominations of coins and notes Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>NCETM Spine 2 – teaching for mastery Spine 2: Multiplication and Division 2.1 Counting, unitising and coins</p> <p>NCETM Spine 3 – teaching for mastery (guidance)</p> <p>I see Reasoning</p> <p>NRICH</p>	<ul style="list-style-type: none"> Count in 2s, 10s, 5s Make equal groups Add equal groups Make arrays Recognise coins Recognise and name common 2-D and 3-D shapes
Year 2 Maths	Number: Solving Problems Measure: length, height, capacity, time Position and Direction		
	Word Aware Words: capacity, temperature, mass, scale		
	<ul style="list-style-type: none"> Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers. U&A. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers Use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit Use rulers, scales, thermometers and measuring vessels solve simple problems in a practical context. Solve problems involving addition and subtraction of money of the same unit, including giving change 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 	<p>White Rose: Measure: Mass, Capacity and Temperature White Rose: Measure: Time White Rose: Number: Consolidation and solving problems</p> <p>I see Reasoning</p> <p>NRICH</p>	<ul style="list-style-type: none"> Solve 1 step and 2 step number problems Measure length Compare length and height Order length Measure mass Measure capacity Read a scale Interpret data


Year 1 Science Art Computing 5 weeks	The Big Question: How do you know if a plant is alive?				
	Word Aware Words: plant, flower, leaf, stem, root, tree, seed				
	In Science: PLANTS <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. In Computing: DIGITAL LITERACY <ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. In Art: OBSERVATIONAL DRAWINGS <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	Explorify Stem.org BBC Bitesize Outstanding Science	<ul style="list-style-type: none"> Name common wild and garden plants: daisy, buttercup, lavender, grass, dandelion, oak tree, silver birch tree, horse chestnut tree Identify parts of a plant Know the difference between an evergreen and a deciduous tree Observe how a seed grows Know what a plant needs to grow 	<ul style="list-style-type: none"> Ask simple questions and recognising that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Insert an image Add text Change the font style, size and colour Save and retrieve digital content Use lines, shapes and patterns to draw real objects Use mark making techniques such as stippling and crosshatching to create images Use a variety of tools and techniques including the use of different brush sizes. Begin to discuss and mix secondary colours and shades (using black and white paint). 	Plant artwork for display Double page spread
Year 2 Science	The Big Question: How do you know if a plant is dead, alive or has never been alive?				
	Word Aware Words: plant, seed, germination, pollination, fertilisation, dispersal				

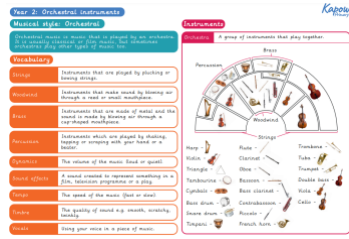
<p>Art Computing</p> <p>5 weeks</p>	<p>In Science: LIVING THINGS AND THEIR HABITATS: PLANTS</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>LIVING THINGS AND THEIR HABITATS: ANIMALS</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. 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. 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>In Computing: ANIMATIONS</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use logical reasoning to predict the behaviour of simple programs. <p>In Art: BIG ART</p> <ul style="list-style-type: none"> Create movement to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Explorify Stem.org BBC Bitesize Outstanding Science</p>	<ul style="list-style-type: none"> Identify and name common wild and garden plants: daisy, buttercup, lavender, grass, dandelion, oak tree, silver birch tree, horse chestnut tree Identify parts of flowering and non-flowering plants Know the life cycle of a plant Identify habitat and micro habitats Know what humans can do to protect the environment Know the difference between a consumer and a producer 	<ul style="list-style-type: none"> Ask and answer questions Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Create a food chain according to what an animal eats Explain how to make secondary colours. Work on a range of scales e.g. large brush on large paper, cardboard strips, different sized paintbrushes etc. 	<p>Minibeast artwork for display</p> <p>Double page spread</p>
------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------

**Year 1
Music**

Timbre and Rhythmic Patterns Theme: Fairy Tales


Word Aware Words: timbre, rhythmic, pulse, instrument

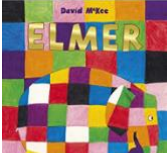

<p>Weekly</p>	<ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high quality (live) and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music 	<p>Kapow Primary</p> 	<ul style="list-style-type: none"> Know the pulse is a steady beat that always stays the same. Know rhythms are patterns that can change To recognise how timbre is used to represent characters in a piece of music 	<ul style="list-style-type: none"> To select suitable instrumental sounds to represent a character To compose and play a rhythm To keep the pulse using untuned instruments 	<ul style="list-style-type: none"> I can perform my rhythm whilst the story is being told using my voice and instruments
---------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------

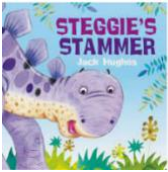
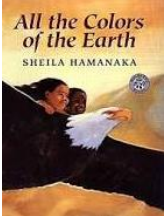
<p>Year 2 Music</p> <p>Weekly</p>	<p>Orchestral Instruments Theme: Western Stories</p>				
<p>Word Aware Words: orchestra, instruments, strings, woodwind, brass, percussion</p>					
<ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhyme 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 interrelated dimensions of music 	<p>Kapow Primary</p> 	<ul style="list-style-type: none"> Know that an orchestra is a group of musicians who play instruments together Name the four sections or families of the orchestra: strings, woodwind, brass and percussion Know that each section has a number of different instruments Identify specific musical instruments when listening to a piece of music 	<ul style="list-style-type: none"> To select appropriate sounds to match events, characters and feelings in a story To write a play script and select appropriate musical sounds to accompany it I can perform confidently I can work as part of a group to perform a story I can add the right music to my story at the right time 	<p>Perform a story script with accompanying music</p>	

<p>Year 1 RE</p>	<p>The Ultimate Question: What makes a place special for Christian people?</p>				
<p>Word Aware Words: Christian, church, altar, communion, font, pulpit, lectern, pray/prayer, community</p>					

<p>Weekly</p>	<p><i>Church – building</i></p> <p>AT1</p> <ul style="list-style-type: none"> To begin to name the different beliefs and practices of Christianity. To become familiar with key words and vocabulary related to Christianity. <p>AT2</p> <ul style="list-style-type: none"> To begin to talk about and find meanings behind different beliefs and practices of Christianity. To ask or respond to questions about what individuals and faith communities do. To express own ideas creatively. 	<p>Visit to a local Methodist church</p>	<ul style="list-style-type: none"> Identify the features of a church (altar, font, lectern, pulpit). Know what happens in a church. Say why going to church is important to a Christian. 	<p>Reflections</p>
---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------

<p>Year 2 RE</p> <p>Weekly</p>	<p>The Ultimate Question: How should people behave?</p>			
	<p>Word Aware Words: commandment, behave, Guru, moral, parable</p>			
	<p>What can we learn from religious stories?</p> <p>AT1</p> <ul style="list-style-type: none"> Respond to some of the religious and moral stories from the Bible and at least one other religious text, special book or religion other than Christianity. (Sikhism). Become familiar with key words and vocabulary. <p>AT2</p> <ul style="list-style-type: none"> Begin to suggest meanings of some religious and moral stories. Express own ideas creatively. 	 <p>The story of Guru Hargobind</p>	<ul style="list-style-type: none"> Consider the importance of religious books in Christianity and Sikhism Consider what is moral behaviour Think about what religious books teach us about how to behave Listen to Christian and Sikh stories Consider the different moral/religious meanings behind stories/parables 	<p>Reflections</p>

<p>Year 1 PSHE</p> <p>Weekly</p>	<p>Working Together: Respectful Relationships</p>			
	<p>Word Aware Words: kind, friend, different, respect, unkind</p>			
	<p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of self-respect and showing respect to others. Being kind and being a good friend. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Online bullying: Describe ways that some people can be unkind online. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>			

Year 2 PSHE	Working Together: Respectful Relationships
	Word Aware Words: bully, cyberbully, respect, responsibility
Weekly	<p>Respectful relationships</p> <ul style="list-style-type: none"> • Understand there are different types of bullying (including cyberbullying), • Know the impact of bullying and Offer examples of how bullying can make others feel. • Know the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Year 1 PE	Athletics			
	Word Aware: throw, aim, jump, run, control			
Weekly	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 	Premier Sports Coach	<ul style="list-style-type: none"> • Perform learnt skills with increasing control. • Compete against self and others 	
	Gymnastics: Rock and Roll			
	Word Aware: rock, roll, action, transition, perform, control			
	<ul style="list-style-type: none"> • Develop balance, agility and co-ordination, and begin to apply these in a range of activities. 	Pg. 24-45 Year 1 Cambridgeshire scheme of work for PE	<ul style="list-style-type: none"> • Explore rocking actions showing different body shapes. • To perform 1 rocking action showing good control • To link together 2 rolling actions showing a smooth transition using other logical additional actions • To create, remember and repeat a movement phrase linking a rocking action to a rolling action showing a smooth transition using other logical additional actions 	To remember, improve and perform a movement phrase linking a rocking action to a rolling action showing a smooth transition using other logical additional actions.

Year 2 PE Weekly	Athletics			
	Word Aware: throw, aim, control, agility			
	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 	Premier Sports Coach	<ul style="list-style-type: none"> Perform learnt skills with increasing control. Compete against self and others 	
	Gymnastics: Ball, Tall and Wall			
	Word Aware:			
<ul style="list-style-type: none"> Develop balance, agility and co-ordination, and begin to apply these in a range of activities. 	Pg. 22-47 Year 2 Cambridgeshire scheme of work for PE	<ul style="list-style-type: none"> Show a variety of ball shape actions on the floor and involving low/small apparatus. Show a variety of tall shape actions on the floor and involving low/small apparatus. Show a variety of wall shape actions on different levels on the floor and involving low/small apparatus Use different levels on the floor and involving apparatus. Create a movement phrase linking ball, tall and wall shapes covering different levels on the floor and involving apparatus. 	To remember, improve and perform a movement phrase linking ball, tall and wall shapes covering different levels on the floor and involving apparatus	