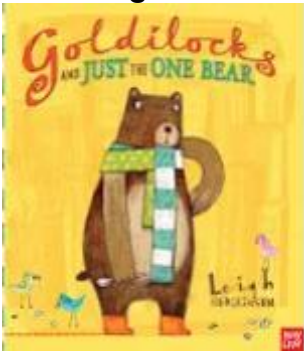



Year group	Term: Summer 2	Topic: Where the Wild Things Grow! SHINE VALUE: Nurture (kindness, caring, cooperation)			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/s Exit Point
Year 1 English	Narrative – Traditional tale: Goldilocks and Just The One Bear				
	Word Aware Words: lolloping, nip (into), peeked, pleasant, frothy, nodded off, pottering, familiar, penny, dropped, plonked, bear, wood, minute, twigs, leaves, cactus, duvet				
	<p>Spoken language:</p> <ul style="list-style-type: none"> Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> Become familiar with key stories, fairy tales and traditional tales Retell stories and consider their particular characteristics Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them <p>Writing composition:</p> <ul style="list-style-type: none"> Re-read what they have written and check that it makes sense Discuss what has been written with the teacher or other pupils 	<p>Goldilocks and just the One Bear by Leigh Hodgkinson</p> 	<p>Gateway Keys</p> <ul style="list-style-type: none"> Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes where no change is needed to the root word e.g -ed, -er, -ing, -est Change the meaning of verbs and adjectives by adding the prefix un- <p>Mastery Keys</p> <ul style="list-style-type: none"> Join words and clauses using and Use simple description Sequence sentences to form short narratives (link ideas or events by pronouns) Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark <p>Feature Keys</p> <ul style="list-style-type: none"> Story language Simple description for character and setting 	<p>Writing outcome: To write a new version of the story with a new character or new setting</p> <p>Greater depth writing outcome: To write a new version of the story with a new character and a new setting</p> <p>Additional writing opportunity: To write a non-chronological report about bears</p>	

	<ul style="list-style-type: none"> • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words 		<ul style="list-style-type: none"> • Sequence of events • Include a beginning, middle and end • Past tense 	
<p>Year 2 English</p>	<p>Narrative: Grandad's Secret Giant</p>			
	<p>Word Aware Words: pickle, chap, continue, mumbled, impossible, scoff, whine, nervous, humungous, hoisted, mural, drainpipes, storm, shore, oak, bridge, dawn, afternoon, ledge</p>			
	<p>Spoken language:</p> <ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives • Listen and respond • Ask relevant questions • Participate in discussions, presentations, performances, role play, improvisations and debates <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related • Make inferences on the basis of what is being said and done • Ask and answer questions • Predict what might happen on the basis of what has been read so far • Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently <p>Writing composition:</p> <ul style="list-style-type: none"> • Write poetry • Write for different purposes • Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils 	 <p>Grandad's Secret Giant by David Litchfield</p>	<p>Gateway Keys</p> <ul style="list-style-type: none"> • Use subordination (if, that) • Add -er and -est to adjectives • Use homophones and near homophones • Use punctuation correctly – apostrophes for contracted forms <p>Mastery Keys</p> <ul style="list-style-type: none"> • Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Use expanded noun phrases to describe and specify • Add suffixes to spell longer words e.g -ment,- ful <p>Feature Keys</p> <ul style="list-style-type: none"> • Use phrases from story language • Create and describe characters • Create and describe settings • Sequence of events • Section story into beginning, middle and end • Use 3rd person consistently • Use tenses appropriately 	<p>Writing outcome: To write own version of the story with a focus on morals and acceptance of others</p> <p>Greater depth writing outcome: To write own version of the story including the point of view of the giant character</p>

- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently
- Write for different purposes
- Proof-read to check for errors in spelling, grammar and punctuation

**Year 1
Maths**

Number: Place Value (within 100) **Measure:** Money, Time

Word Aware Words: o'clock, coins,

Place Value:

- Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Money:

- Recognise and know the value of different denominations of coins and notes
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s

Time:

- Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)

**White Rose
Year 1**

Summer Block 4,5,6

NCETM - teaching for mastery

Place Value:

- Count from 50 to 100
- Count in tens to 100
- Partition into tens and ones
- The number line to 100
- 1 more, 1 less
- Compare numbers with the same number of tens
- Compare any two numbers

Money:

- Unitising
- Recognise coins
- Recognise notes
- Count in coins

Time:

- Before and after
- Days of the week
- Months of the year
- Hours, minutes, and seconds
- Tell the time to the hour.
- Tell the time to the half hour.

	<ul style="list-style-type: none"> Recognise and use language relating to dates, including days of the week, weeks, months and years Compare, describe and solve practical problems for time Measure and begin to record time (hours, minutes, seconds) Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times 		
Year 2 Maths	Number: Statistics Geometry: Shape, Position and Direction		
	Word Aware Words: above, below, between, left		
<p>Shape</p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line Compare and sort common 2-D and 3-D shapes and everyday objects Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes <p>Statistics</p> <ul style="list-style-type: none"> 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>Position and Direction</p> <ul style="list-style-type: none"> Use mathematical vocabulary to describe position, direction and 	<p>White Rose: Geometry: Shape White Rose: Statistics White Rose: Geometry: Position and Direction</p> <p>I see Reasoning</p> <p>NRICH</p>	<p>Shape</p> <ul style="list-style-type: none"> Sort 2-D shapes Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 3-D shapes Make patterns with 2-D and 3-D shapes <p>Statistics</p> <ul style="list-style-type: none"> Make tally charts Tables Block diagrams Draw pictograms (1–1) Interpret pictograms (1–1) Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10) <p>Position and Direction</p> <ul style="list-style-type: none"> Language of position Describe movement Describe turns Describe movement and turns Shape patterns with turns 	

movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).

**Year 1
Science
Art
Computing**

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**
- 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: DATA HANDLING: Introduction to Data**
- Recognise common uses of information technology beyond school.
 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- In Art: OBSERVATIONAL DRAWINGS**
- 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**

Kapow

The image shows a collection of educational resources from Kapow. At the top, there's a 'Key Facts' section with a flowchart titled 'Is it a fruit?' that asks 'Does it grow on a tree?' and 'Does it have seeds?' with 'Yes' and 'No' paths. Below this are several data handling examples: a bar chart showing 'Number of children' for 'Mango', 'Orange', and 'Apple'; a line graph showing 'Temperature' over time for 'Mango', 'Orange', and 'Apple'; and a pictogram showing 'Number of children' for 'Mango', 'Orange', and 'Apple' using small figures.

- 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
- Know that charts and pictograms can be created using a computer.
- Understand that a branching database is a way of classifying a group of objects.
- Know that computers understand different types of 'input'.

- 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
- Show data in different ways.
- Use technology to represent data.
- Collect and record data.
- Sort data into a branching database.
- Design an invention to gather data.
- Use lines, shapes and patterns to draw real objects
- Use mark making techniques such as stippling and crosshatching to create images

Plant artwork for display
Double page spread

				<ul style="list-style-type: none"> 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). 	
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Year 2 Science Art Computing

5 weeks

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

In Science:
LIVING THINGS AND THEIR HABITATS: PLANTS

- 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.

LIVING THINGS AND THEIR HABITATS: ANIMALS

- 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.

In Computing: STOP MOTION ANIMATION

- Recognise common uses of information technology beyond school.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

In Art: BIG ART

- Create movement

Explore Stem.org BBC Bitesize Outstanding Science

Kapow

The image shows a screenshot of the Kapow website. It features a lesson plan for 'Plants and Animals' with various interactive elements. There is a 'Clay motion' section with a list of instructions, a 'Key facts' section with a diagram of a plant's life cycle, and a 'Video animation' player showing a sequence of images of a plant growing. The website also includes a 'Did you know?' section and a 'Video animation' player.

- 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
- To understand that an animation is made up of a sequence of photographs.
- To know that small changes in my frames will create a smoother looking animation.
- To understand what software creates simple animations and some of its features e.g. onion skinning.


- 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
- Use greater control when taking photos with cameras, tablets or computers.
- Use logical thinking to explore software, predicting, testing and explaining what it does.
- 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.

Minibeast artwork for display

Create a flip book animation.

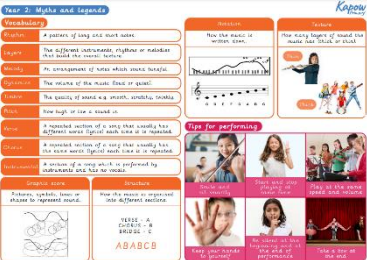
Double page spread

	<ul style="list-style-type: none"> 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. 				
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<p>Year 1 Music</p> <p>Weekly</p>	<p>Timbre and Rhythmic Patterns Theme: Fairy Tales</p>				
	<p>Word Aware Words: timbre, pulse, rhythm, syllables</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>  <p>The worksheet includes sections for 'Musical style: Classic music', 'Vocabulary' (timbre, pulse, rhythm), and 'Instruments' (violin, trumpet, drum, etc.). It also features a musical staff with notes and a small illustration of a character.</p>	<p>Know that an instrument or rhythm pattern can represent a character in a story.</p> <p>Know that my voice can create different timbres to help tell a story.</p> <p>Know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</p>	<p>Recognise and understand the difference between pulse and rhythm.</p> <p>Understand that different types of sounds are called timbres.</p> <p>Recognise basic tempo, dynamic and pitch changes.</p> <p>Describe the character, mood, or 'story' of music they listen to (verbally or through movement).</p> <p>Describe the differences between two pieces of music.</p> <p>Listen to and repeat short, simple rhythmic patterns.</p> <p>Listen and respond to other performers by playing as part of a group.</p>	<p>Chant the well-known phrase, "I'll huff..."</p> <p>Make changes to their voices to represent a character.</p> <p>Choose a suitable sound to represent a specific point in a story.</p> <p>Play a rhythmic pattern along with their spoken words. Identify and hold up the correct sign to correspond to some music.</p> <p>Play/chant along with the elements of a story with prompting from the teacher.</p>	


				<p>Select and create short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Use their voices expressively to speak and chant.</p>	
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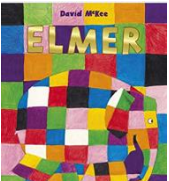

<p>Year 2 Music Weekly</p>	<p>Myths & legends</p>				
	<p>Word Aware Words: beat, compose, composition, dynamics, graphic score, legend, melody, myth, notation, pitch, rhythm, stave notation, structure, tempo, timbre</p>				

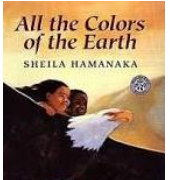
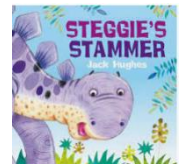
<ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhyme Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high quality (live) and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music 	<p>Kapow Primary</p> 	<p>Know that a graphic score can show a picture of the structure of music.</p> <p>Know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>Know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</p>	<p>Recognise timbre changes in music they listen to.</p> <p>Recognise structural features in music they listen to.</p> <p>Listen to and recognise instrumentation.</p> <p>Begin to use musical vocabulary to describe music.</p> <p>Suggest improvements to their own and others' work.</p> <p>Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combine and layer several instrumental</p>	<p>Create rhythms and arrange them in a particular order or structure.</p> <p>Identify the structure of a piece of music and write it down.</p> <p>Describe whether a musical texture is thick or thin.</p> <p>Explore ways of writing down different textural layers.</p> <p>Follow a given structure for a composition.</p> <p>Write a structure score accurately.</p>
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				<p>and vocal patterns within a given structure.</p> <p>Choose appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Use letter name and graphic notation to represent the details of their composition.</p> <p>Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Perform expressively using dynamics and timbre to alter sounds as appropriate.</p>	<p>Compose music with several layers.</p> <p>Perform their composition accurately, following the structure score.</p>
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Year 1 RE	The Ultimate Question: What can we learn from religious stories? <i>Joseph – Christian, Baby birds - Muslim</i>			
	Word Aware Words: caring, kindness, respect			
Weekly	<p>AT1</p> <ul style="list-style-type: none"> Respond and order some of the religious and moral stories from the Bible and at least one other religious text, special book or religion other than Christianity. (Islam, The Quran). 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 Baby Birds By Gill Vaisey</p> 	<ul style="list-style-type: none"> Consider the importance of religious stories in Christianity and Islam Listen to Christian and Islamic stories Think about what we can learn from religious stories Consider the different moral/religious meanings behind stories and parables 	Reflections
Year 2	The Ultimate Question: How should people behave?			

RE Weekly	Word Aware Words: commandment, behave, Guru, moral, parable		
	<p>What can we learn from religious stories?</p> <p>AI1</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>AI2</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 The Good Samaritan</p> <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

Year 1 PSHE Weekly	Working Together: Respectful Relationships		
	Word Aware Words: kind, friend, different, respect, unkind		
<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. 			
 			

Year 2 PSHE Weekly	Working Together: Respectful Relationships		
	Word Aware Words: bully, cyberbully, respect, responsibility, stereotype		
<p>Respectful relationships</p> <ul style="list-style-type: none"> Understand that 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 			
 			

Year 1 PE Weekly	Athletics			
	Word Aware: distance, accurate, obstacle			
	<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"> Run at different speeds and over obstacles Throw for distance (accuracy) Jump for distance 	Mini Olympics focusing on skills learnt
	Interpretive Dance: Plants			
	Word Aware: grow, glide, spiral, explode, dynamics			
<ul style="list-style-type: none"> Perform dances using simple movement patterns 		<ul style="list-style-type: none"> Move in a controlled manner, at different speeds and directions Respond appropriately to a range of weather stimuli. Explore movements of a plant as they grow. Use different movements to represent a seed being dispersed. Create own movement phrase in small groups to represent a plant growing and seed being dispersed. Develop movement phrase by adding in actions to represent the weather. Perform and give peer feedback. 	To create, practise, remember and perform simple movement sequences.	
Year 2 PE Weekly	Athletics			
	Word Aware: Sprint, hurdle, push and pull			
	<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"> Run for speed (sprinting) and over hurdles Relay races and running over obstacles Throw for distance with a push and pull. Use of javelin. Jumping for height and distance 	Mini Olympics focusing on skills learnt
	Interpretive Dance: Minibeasts			
	Word Aware: glide, flutter, slow, fast, sharp, soft, rigid			
<ul style="list-style-type: none"> Perform dances using simple movement patterns 	https://www.bbc.co.uk/teach/class-clips-video/ks2-science-minibeasts/zy2hhcw	<ul style="list-style-type: none"> Perform a range of actions with imagination and control. Understand and perform simple basic travelling skills on feet 	Combine actions together into a short movement phrase,	

			<ul style="list-style-type: none">• Combine actions together into a short movement phrase, creating a simple motif• Copy and develop a range of actions• Move and freeze with control and coordination• Observe and talk about each other's dances	creating a simple motif and perform it
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