

<p>Key Literacy Texts: Week 1 - Seasonal poetry Week 2 - Lighthouse Keeper's Lunch Week 3 - Lighthouse Keeper's Lunch Week 4 - On the shore / Non fiction Week 5 - Somebody swallowed Stanley by Sarah Roberts Week 6 - Somebody swallowed Stanley by Sarah Roberts (up to half term 28th May) Week 7 - Katie Morag and the two grandmothers Katie Morag and the new pier (back from half term 7th June) Week 8 - Grace Darling Week 9 - Sharing a shell Week 10 - Snail and the whale Week 11 - Snail and the whale Week 12 - Wave Week 13 - Rainbow Fish (up to break up - 22nd July)</p>		<p>Locality Links: Grace Darling plaque in Hull Cleethorpes beach</p>		<p>Visits/experiences/hooks Cleethorpes beach</p>		<p>Artist of the term Katsushika Hokusai</p>		<p>Author of the term Ronda and David Armitage</p>					
						<p>Scientist - Rachel Carson - Marine biologist who's research led to the ban of pesticides</p>							
<p>Writing Outcomes: Write seasonal poems Lighthouse keepers lunch - vocabulary lesson, description of a picnic lunch, label and caption the scene / describe the scene, conversation between the seagulls, how else can you send the lunch? Instruction writing, Diary entry for Mrs Grinling (Year 2 - exclamation sentence) On the shore - Spellings with sound buttons / plurals, description of a rock pool (Year 2 using fascinating facts and technical vocabulary), lift the flap fact sheet, reading comprehension Somebody save Stanley - Prediction, Story planning and writing, Thought bubbles, how does Stanley feel? How could you make him better? Reading comprehension, Description of the bottom of the sea / sea bed, verbs, posters about what you can use a plastic bag for (spelling) Role play Katie Morag and the two grandmothers - comparison, choose your favourite grandma and describe (adjectives and compound sentences), what was good about the new pier and what wasn't good, prediction from the front cover, explain how they get the sheep clean Grace Darling - Fact file, Timeline, diary entry, speech bubbles, sequencing Sharing a shell - Contractions (can't, won't, you're Y2, I'm I'll, We'll Y1), description of a rock pool (expanded noun phrases y2), comparisons of the rock pools Snail and the whale - Rhyming words / spelling, word sorting for sounds e.g. split diagraph / ai, ay, book review, story plan, story writing, animal movements e.g. slithered, Thank you letter from the snail to the whale delivered by a fishing boat, reading comprehension, year 2 - homophones Wave - Tell the story, written captions, How does she feel in the story? (emotions), sequencing the story, prediction on the front cover Rainbow fish - Reading comprehension, what is your most prized possession? What did you learn from Rainbow Fish - moral of the story</p>					<p>Links to the world of work: Lighthouse keeper Lifeguard Lifeboats Travel agents</p>					<p>Key artefacts/resources: Maps Shells Museum artefacts</p>			
Reading	Writing	Maths	Science	History	Geography	RE	DT	PSHE	Art	ICT	P.E.	Music	

<p>Summer 1</p> <p>TBAT Identify key aspects of a text (retrieval)</p> <p>TBAT sequence events from the texts using pictures and / or words</p> <p>TBAT make predictions and inferences based on picture, word and whole sentence clues.</p> <p>TBAT make inferences based on picture, word and whole sentence clues.</p> <p>TBAT explain word meanings and pick out specific vocabulary that is used to create effect.</p> <p>Summer 2</p> <p>TBAT Identify key aspects of a text (retrieval)</p> <p>TBAT sequence events from the texts using pictures and / or words</p> <p>TBAT make predictions and inferences based on picture, word and whole sentence clues.</p> <p>TBAT make inferences based on picture, word and whole sentence clues.</p> <p>TBAT explain word meanings and pick out specific vocabulary that is used to create effect.</p> <p>Key objectives: Reading Apply phonic knowledge and skills as a route to decode</p>	<p>All - Tbat write a Summer poem (Link to seasonal science work)</p> <p><u>The lighthouse keepers lunch</u> Tbat write instructions how to make a sandwich <i>Tbat use regular plural noun suffixes -s or -es</i> <i>Tbat write sentences with different forms: commands</i> time conjunctions / bossy verbs / command sentences</p> <p>Tbat write down ideas and or key words including new vocabulary</p> <p>Y1 - Tbat sequence sentences to form short narratives Y2 - Tbat write narratives about personal experiences of those and others, real and fiction (Diary entry for Mrs Grinling, retelling, ways to get the sandwich, setting description) <i>Tbat use capital letters, full stops, question marks and exclamation marks to demarcate sentences</i> <i>Tbat use noun phrases for description</i> <i>Tbat join words and join clauses using and</i> <i>Tbat use Capital letters for names and for the personal pronoun</i></p> <p><i>Y1 - Tbat spell words containing each of the 40+ phonemes already taught</i> <i>Y2 - Tbat add es to nouns and verbs ending in y</i> (seaside spellings) Y1 - Tbat compose a sentence before writing it Y2 - Tbat write for different purposes</p> <p>(Captions, information, titles) <i>Tbat use capital letters for names and for the personal pronoun</i></p> <p>Y1 - Tbat sequence sentences to form a short narrative Y2 - Tbat consider what they</p>	<p><u>Year 1</u></p> <p>Wk1 - Addition total to 10 Wk2 - Addition and subtraction to 20 Wk3 - Fractions Wk4 - Multiplication and division Wk5 - Measuring Wk6 - 2D and 3D shape recognition Wk7 - Number and Place value Wk8 - Addition and subtraction to 20 Wk9 - Fractions Wk10 - Multiplication and division Wk11 - Time and using standard units Wk12 - Moving and Turning</p> <p><u>Year 2</u></p> <p>Wk1 - Number & Place Value: Estimating, Counting, Comparing and Ordering Wk2 - Addition and Subtraction: using mental calculation strategies Wk3 - Fractions: finding fractions of quantities, shapes and sets of objects Wk4 - Multiplication and division; times tables and problem solving Wk5 - Measures and Money Wk 6 - Properties of 2D and 3D shapes Wk 7 - Number & Place Value: Estimating, Counting, Comparing and Ordering Wk8 - Addition and Subtraction: using partitioning and sequencing Wk9 - Fractions: finding fractions of quantities, shapes and sets of objects Wk10 - Multiplication and division; partitioning and grouping Wk11 - Geometry: position and direction</p>	<p>Seasonal changes in Summer Weather diary TBAT observe changes over the seasons. TBAT observe and describe weather associated with the seasons and day lengths varies. WS: Gathering and recording data to help with answering questions.</p> <p>Growing Plants (Year 1 and 2) Week 1: TBAT observe and describe how seeds and bulbs grow into mature plants. WS Observe closely and use simple equipment. Week 2: TBAT know that plants need water, light and warmth to stay healthy. WS Ask simple questions that can be answered in different ways and to be able to perform simple tests. (Y2 - plant in dark place, light place etc.) Week 3: TBAT measure change over time TBAT identify and describe the basic structure of common plants (5 different, real plants out of pots on newspaper + compare geranium plant with flowering thyme plant) WS: observing over time Using simple equipment Identifying and classifying. Week 4: TBAT know where seeds come from. WS: to use their observations and ideas to suggest answers to questions. Week 5: TBAT name and identify a variety of common and wild garden plants, including deciduous and evergreen trees (herbarium) WS: Identifying and classifying Gathering and recording data to help answer questions.</p> <p>Summer 2: Animals and their habitats (year 1 and 2) Week 1/2: TBAT identify and name a variety of animals that are herbivores, omnivores and carnivores. TBAT identify and name a variety of animals, including fish, amphibians, reptiles, bird and mammals. WS: identifying and classifying. Week 3: TBAT identify that most living things live in a habitat to which they are suited and describe how different habitats provide for the basic needs of different types of animals and</p>	<p>Tbat identify similarities and difference between ways of life in different periods Tbat understand some of the ways in which we find out about the past and identify ways in which it can be represented (Entertainment, swim suits, how did you get there, grandparents) - 3 weeks</p> <p>Significant person - To know about the life of Grace Darling and her importance of History (Time line - week 8)</p> <p>Tbat identify similarities and difference between ways of life in different periods (lifeboats then and now)</p> <p>Tbat learn about significant historical events and people in their own locality (Lillian Bilocca)</p>	<p>Tbat use simple field work and observational skills to study the geography of their school and it's grounds and the key human and physical features of its surrounding environment (Comparing Barton to Cleethropes) (Week 4)</p> <p>Tbat use basic geographical vocabulary to refer to key physical features and key human features (Comparing Barton to Cleethorpes)</p> <p>Tbat the geographical similarities and differences through studying human and physical geography of a small area of the UK and a small area in a contrasting non-European country (Mexico and Barton)</p> <p>Tbat use Ariel photographs and plan perspective to recognise landmarks and basic Human and physical features (Katie Morag)</p> <p>Tbat devise a simple map (Katie Morag's island)</p> <p>Tbat name and locate the world's seven continents and five oceans (Snail and the whale)</p>	<p>Additional Unit - Places of Worship To experience first hand a visit to a local place of worship To explore the different kind of places Christians worship in a round the world To identify and explore the importance of a key feature in the church - candle To identify and explore the importance of a key feature in the church - font To identify and explore the importance of a key feature in the church - altar</p> <p>Summer2 Tbat identify a Jewish place of worship To explore and understand the key features of a synagogue: Torah and Yad, Ner Tamid and Tallit Tbat describe the Jewish celebration of Shabbat To explore and understand the key features of a Mosque: Prayer mat, qibla and minaret To explore the role of a Mosque during a festival</p> <p>Assessment</p>	<p>Tbat Design and make a pizza / sandwich for the Lighthouse keepers lunch</p> <p>Tbat design purposeful and functional products for themselves and other users</p> <p>Tk a range of different healthy foods and ingredients</p> <p>Tk where different food comes from</p> <p>Tbat prepare food using different kitchen skills</p> <p>PSHE</p> <p>Tbat know where people get money from (earn, win, find, presents, pocket money, borrow, benefits)</p> <p>Tbat understand choices that people make to spend their money & that they may not be able to buy what they want.</p> <p>Tbat understand why people want to save money.</p> <p>Tbat recognise where money is stored to keep it safe and that some places are safer than others (e.g. piggy bank vs bank.)</p>	<p>Y1 - Tbat create simple patterns using relief or impressed printing</p> <p>Y1 - Tbat show an awareness of repetition and symmetry</p> <p>Y1 - Tbat create a simple image with collage</p> <p>Y1 - Tbat sort materials by their qualities</p> <p>Y2 - Tbat use running stitch complete simple appliqué work and explore a range of other stitches (Seashells / creature picture)</p> <p>Tbat create a simple pattern with weaving (texture)</p> <p>Tbat know about the work of an artist and make links to their own work</p>	<p>Year 1/2 Rising Stars ICT Technology Scheme.</p> <p>Summer 1 - We are TV Chefs</p> <p>Summer 2 - We are zoologists</p> <p>Year 1 - Tbat use technology safely Tbat use a camera Tbat store digital content Tbat retrieve digital content Tbat keep personal information private</p> <p>Year 2 - Tbat organise digital content Tbat retrieve and manipulate digital content Tbat use technology safely Tbat know how technology is used in and out of school</p> <p>PE Summer 1- indoor Gym- Flight</p> <p>Wk1 - To explore jumping To know principles of takeoff and landing Wk2 - To know principles of take-off and landing. To alter shapes in the air. Wk3 - To use different take-off and landing points. To explore basic linking movements. Wk 4 - To alter shapes in the air. To create a simple sequence.</p>	<p>Tbat use my voice to say rhymes</p> <p>Tbat use my voice to speak chants</p> <p>Tbat use my voice to sing songs</p> <p>Tbat make different sounds with tuned instruments (xylophone)</p> <p>Tbat make different sounds with un tuned instruments</p> <p>Tbat make a sequence of sounds</p> <p>Tbat experiment with sounds to create an effect</p> <p>Year 1/2 Music express Music scheme Summer 1 'Weather' Summer 2 'Travel'</p>
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<p>words (follow RWI programme) Read unfamiliar words, common exception words, words ending in -s, -es, -ing, -ed, -er and -est endings, words of more than one syllable, words with contractions Build up fluency and confidence Develop pleasure in reading, motivation to read and understanding In addition, Y2: Read accurately by blending Read words containing common suffixes Read most words quickly and accurately Read aloud books and re-read to build up fluency and confidence Understand books they have read and those that they listen to</p>	<p>are going to write before beginning Tbat write a narrative about personal experiences and those of others - real and fiction <i>Tbat use noun phrases for description</i> <i>Tbat make the correct choice of past and present tense throughout writing</i> <i>Tbat develop understanding of joining words and joining sentences using and Y2-</i> <i>Add suffixes to spell longer words: -ment, -ness, -ful, -less and -ly</i></p> <p>Y1 - Tbat compose a sentence before writing it Y2 - <i>Tbat use when, if, that or because(subordination)</i> Tbat use or, and or but (co-ordination) Y2 - Tbat write for different purposes (explaining) Y2 <i>Learn to spell common exception words, words with contracted forms, words with possessive apostrophes</i></p> <p>Y1 - <i>Tbat use a capital letter for name of people, places, the days of the week and the personal pronoun 'I'</i> (Days of the week in the diary) Y2 - Tbat write for different purposes (speech bubbles for Grace Darling, sequencing) <i>Tbat use apostrophes to mark singular possession in nouns (Grace Darling's life...)</i></p> <p>Y1 - Tbat read words with contractions and understand that the apostrophe represents the omitted letter <i>Y2 - To understand the concept of apostrophes for contracted forms</i> Y1 - <i>Tbat begin to punctuate sentences using a question mark</i> Y2 - <i>Tbat learn how to use sentences with different forms (questions marks) (sharing a shell)</i></p> <p>Y1 - Tbat appreciate rhymes Y2 - Tbat recognise simple reoccurring language in poems and stories (rhyming) (rhyming words in the snail and the whale) Y2 - Tbat write a narrative</p>	<p>and Measurement: time Wk12 - Statistics: Pictograms and block graphs</p>	<p>plants (minibeast safari) WS: identify and classify Week 4: TBAT identify that most living things live in a habitat to which they are suited and describe how different habitats provide for the basic needs of different types of animals and plants (contrasting habitat- rock pool) WS: identify and classify Week 5: TBAT identify that most living things live in a habitat to which they are suited and describe how different habitats provide for the basic needs of different types of animals and plants (Mexico - plants/ animals only survive in hot weather - which would and why?) WS: identify and classify Week 6: : TBAT identify that most living things live in a habitat to which they are suited and describe how different habitats provide for the basic needs of different types of animals and plants (make a bug hotel) WS: to use simple equipment</p> <p>Tbat 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 WS Identifying and classifying WS Gathering and recording data to help in answering questions. Tbat Identify and name a variety of plants and animals in their habitats, including micro-habitats</p>				<p>Tbat recognise that both men & women can do a range of jobs.</p> <p>Tbat understand that having a job means that people can earn money.</p> <p>Tk what you want to be when you grow up?</p> <p>Gender - careers and assumptions</p>		<p>Wk 5 - To turn using good technique To refine a simple sequence Wk 6 - To create a 5 part sequence To adapt a simple sequence</p> <p>Summer 1 - Outdoor Games - Net / wall</p> <p>Wk1/2 - To develop hand eye coordination. To consolidate racket skills (Y2) Wk3 - To introduce racket skills T develop racket skills (Y2) Wk 4 - To develop racket skills (and) hand eye co-ordination (Y2) Wk 5 - To strike a moving ball To consolidate racket/eye co-ordination (y2) Wk 6 - To combine racket and hand eye coordination To hit with control (Y2)</p> <p>Summer 2 - Indoor Locomotion Wk 1 - To move forward fluently To know a variety of ways to move (Y2) Wk2 - Tbat move explosively with control To move effectively in a straight line (Y2) Wk 3 - To select appropriate movements To explore sideways movements (y2) Wk4 - To link explosive movements To change</p>	
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	<p>with stamina <i>Tbat use regular plural noun suffixes -s or -es</i></p> <p><i>Tbat use capital letters, full stops, question marks and exclamation marks to demarcate sentences</i></p> <p>Key objectives: Writing - ongoing Y1 - Ongoing - Name letters of alphabet in order Use letter names Form lower-case and upper-case letters correctly Form digits 0-9 In addition, Y2 ongoing : Letters correct size relative to one another Start using strokes needed to join letters Write capital letters and digits of correct size, orientation and relationship to one another and lower-case letters Key objectives:SPAG Spell words containing 40+ graphemes taught, common exception words and days of the week Use spelling rule for adding -s or -es Use prefix un- Use -ing, -ed, -er and -est Leave spaces between words Join words and clauses using and Use capital letters,full stop, ? and ! Use capital letters for names of people, places, days of week and I . Use correct grammatical terminology In addition, Y2: Spell by segmenting and learning new ways of spelling phonemes Learn to spell common exception words, words with contracted forms, words with possessive apostrophes Distinguish between homophones and near homophones Add suffixes to spell longer words; -ment, -ness, -ful, -less and -ly Use commas in lists Use apostrophes for contracted forms and the possessive Use sentences with different forms; statements, questions, exclamations and commands Use expanded noun phrases to describe and specify</p>									<p>direction effectively (y2) Wk5 - To control movements effectively To use evasion and special awareness skills (y2) Wk 6 - To control movements effectively To apply agility (y2)</p> <p>Summer 2 - Outdoor Athletics Wk1 - To know the basic principles of jumping Wk2- To know jumping movements Wk3 - To respond quickly to stimulus. To accelerate and decelerate rapidly. Wk4 - To develop running technique Wk5 - To know different ways of throwing Wk6 - To throw for distance effectively.</p>
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	Use past and present tense correctly and consistently .Use subordination (if, that, because) and co-ordination (or, and, but)								
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Year Group: Year 1 and 2

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Topic Map: Seasides

Term: Summer