

<p><b>Key Literacy Texts:</b> Week 1 and 2 - Summer Poems Twinkle, Twinkle Chocolate Bar.</p> <p>(Bed in Summer by Robert Louis Stevenson) (Summer is... by unknown) Week 3, 4 and 5 - The Sea Saw 1 week to be based around trip (date tbc). Week 7 and 8 - Lighthouse Keepers Lunch Week 9, 10, 11 - Someone swallowed Stanley</p>	<p><b>Writing Outcomes:</b> Poems, diary entry, narrative, explanation, persuasive writing, story retell and recount of trip.</p>	<p><b>Author of the term</b> Ronda and David Armitage</p> <p><b>Artist of the term</b> Katsushika Hokusai</p> <p><b>Key artefacts/resources:</b> Maps Shells Museum artefacts</p> <p><b>Composer of the Term</b> Vivaldi - Song: The storm</p>	<p><b>Locality Links:</b> Grace Darling plaque in Hull Cleethorpes beach Bridlington Beach <b>Links to the world of work:</b> Lighthouse keeper Lifeguard Lifeboats Travel agents <b>Visits/experiences/hooks</b> Bridlington beach</p>
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Reading	Writing	Maths	Science	History	Geography	RE	DT	PSHE	Art	Computing	PE	Music and French
<p><b>Key objectives: Reading</b> Apply phonic knowledge and skills as a route to decode 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 <b>In addition, Y2:</b> 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><b>Week 1 and 2 - Summer Poems</b> (Bed in Summer by Robert Louis Stevenson) (Summer is... by unknown) Tbat recite a poem using expression and actions. Tbat use a range of adjectives Tbat use rhyming couplets Tbat use features from a given poem to write descriptively</p> <p><b>Week 3, 4 and 5 - The Sea Saw</b> (Diary Entry, Narrative) Tbat use a capital letter and full stop to punctuate a sentence. Tbat write commands Tbat use prefixes and suffixes. Tbat make inferences on the basis of what is being said and done Tbat sequence sentences to form short narratives</p> <p><b>1 week to be based around trip (date tbc)</b> (Recount, Persuasive Writing)</p> <p><b>Week 7 and 8 - The Lighthouse Keepers Lunch</b> (Retell of the story) Tbat use a range of conjunctions Tbat write sentences with different forms Tbat to use a range of adjectives. Tbat use a capital letter and full stop to punctuate a sentence.</p> <p><b>Week 10, 11, 12 - Someone swallowed Stanley</b> (Persuasive Writing, Explanation) Tbat recognise past and present tense. Tbat use prefixes and suffixes Tbat to use a range of adjectives. Tbat use apostrophes for possession Tbat retrieve information from a text Tbat edit and redraft a piece of writing</p>	<p><b>Year 1</b> Wk1 - PV and Addition Wk2 - Addition and subtraction Wk3 - Fractions Wk4 - Multiplication and division Wk5 - Measuring and money Wk6 - 2D and 3D shape recognition Wk7 - Number and Place value Wk8 - Addition and subtraction Wk9 - Fractions Wk10 - Multiplication and division Wk11 - Time and using standard units Wk12 - Moving and Turning</p> <p><b>Year 2</b> Wk1 - Number &amp; 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 &amp; 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 and Measurement: time Wk12 - Statistics: Pictograms and block graphs</p> <p>(Test Week - June W7,8 or 9)</p>	<p><b>How does the weather change throughout the year?</b> To observe changes across the four seasons To observe and describe weather associated with the seasons</p> <p><b>What are the parts of the human body?</b> -To identify, name, draw and label basic human body parts. -To identify the five senses and say which body part is associated with each sense</p> <p><b>How do humans stay healthy?</b> To describe the importance for humans to exercise, eat the right amount of different types of food and personal hygiene. (Poster?)</p> <p><b>What is a fish?</b> To identify and name a variety of common animals.</p> <p><b>What is an amphibian?</b> To identify and name a variety of common animals. (life cycle of a frog?)</p> <p><b>What is a reptile?</b> To identify and name a variety of common animals.</p> <p><b>What is a bird?</b> To identify and name a variety of common animals.</p> <p><b>What is a mammal?</b> To identify and name a variety of common animals.</p> <p><b>What do animals eat?</b> To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p><b>What do animals, including humans need for survival?</b> To describe the basic needs of animals, including humans for survival (water, food, air).</p> <p><b>What is offspring?</b> To notice that animals, including humans, have offspring which grow into adults.</p>	<p><b>Who is Grace Darling and why is she significant?</b> To know about the life of Grace Darling and her importance of History. (Timeline)</p> <p><b>Why is Lillian Biolocca significant in our area?</b> Tbat learn about significant historical events and people in their own locality.</p> <p><b>How has the seaside changed over time?</b> <b>Lesson 1</b> - Tbat place areas of study on a timeline (Timeline of seaside through the ages)</p> <p><b>Lesson 2</b> - Tbat identify similarities and differences between an area of study (seasides now and then) -entertainment - travel</p> <p><b>Lesson 3</b> - Tbat to ask and answer questions using their knowledge from stories and other sources to show understanding.  - swimwear - food</p>	<p>Tbat name and locate the world's seven continents and five oceans (location)</p> <p>Tbat use basic geographical vocabulary to refer to key physical features and key human features (Comparing Barton to Bridlington)(Diversity)</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 (Bridlington and Cancun) (Diversity)</p> <p>Tbat use aerial photographs and plan perspective to recognise landmarks and basic Human and physical features. (Matching the aerial photograph to the front) (location)</p> <p><b>TRIP</b> -Tbat devise a simple map (line map)</p> <p>Tbat to use simple compass directions and locational and directional language.</p> <p>(Line map of landmarks - which direction is the landmark?)</p> <p>(Diversity and Relationship)</p>	<p><b>Summer 1</b> To experience first hand a visit to a local place of worship</p> <p>To explore different places of Christian worship around the world</p> <p>To identify and explore the importance of a key feature in the church - candle</p> <p>To identify and explore the importance of a key feature in the church - altar</p> <p>To make connections about the features of a church</p> <p><b>Summer 2</b> To read information about key features of a mosque</p> <p>To explore a contemporary mosque</p> <p>To explore the Hindu place of worship - Mandhir</p> <p>To introduce 'Sophia' the philosopher to explore big questions</p> <p>Assessment</p>	<p>Tbat Design and make a pizza 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>To understand what makes me special and who is special to me.</p> <p>To explore different types of families (mum &amp; dad, dad &amp; dad, mum &amp; mum, mum only, dad only) and understand that all families care for each other in a variety of ways.</p> <p>To explore stereotypes - understanding that boys and girls can like the same things but stories, TV and sometimes people say boys do this and boys do that.</p> <p>To understand what exploitation is. (How was Cinderella exploited? Are there any other fairy tales where exploitation occurs?)</p> <p>To know what bullying is and what to do if you think you are being bullied.</p>	<p>Lesson 1 - Tbat know about the work of an artist and make links to their own work. Tbat sort materials by their qualities.</p> <p>Lesson 2 - Tbat use art and design techniques to sketch a an interpretation of something in the water (boat, dolphin, shark etc.) Tbat create a simple image with collage materials.</p> <p>Lesson 3 - Tbat create simple patterns using impressed printing (repeated pattern - vegetables)</p> <p>Lesson 4 - Tbat create simple patterns using relief printing (tiles - waves for their final piece)</p> <p>Lesson 5 - Tbat create a final piece of art inspired by 'The Wave'. (combine collage and printing)</p> <p>Lesson 6 - I can evaluate my own art piece.</p>	<p><b>Creating Media - Digital music (Year 2 folder)</b></p> <p><b>Lesson 1</b> - To say how music can make us feel To identify that there are patterns in music (Lesson 1 and 2)</p> <p><b>Lesson 2</b> - To experiment with sound using a computer To use a computer to create a musical pattern (Lesson 3 and 4)</p> <p>Lesson 3 - To create music for a purpose To review and refine our computer work (Lesson 5 and 6)</p> <p><b>Data and information - Pictograms (Year 2 folder)</b></p> <p><b>Lesson 1</b> - To recognise that we can count and compare objects using tally chart To recognise that objects can be represented as pictures To create a pictogram (Lesson 1,2 and 3)</p> <p>Lesson 2 - To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer (Lesson 4, 5 and 6)</p>	<p><b>Summer 1 - indoor Performance dance Year 1</b> Wk 1 - To explore moving to music Wk 2 - To use elements of dance in movement Wk 3 - To perform a sequence of movements Wk 4 - To create an original sequence Wk 5 - To perform a sequence of movements Wk 6 - To perform in time to music</p> <p><b>Year 2</b> Week 1 - to explore dance moves. Week 2 - To learn dance moves. Week 3 - To perform a sequence of movement Week 4 - to create a original sequence. Week 5 - To perform a sequence of movements. Week 6 - To perform in time to music.</p> <p><b>Outdoor - Athletics</b> Wk 1 To know basic technique of jumping for distance. Wk 2 To know basic technique of jumping for height. Wk 3 Develop awareness of running technique Wk 4 To use effective running technique Wk 5 To throw with accuracy. Wk 6 To throw with power</p> <p><b>Summer 2 -Indoor Athletics Year 1</b> Wk 1 - To explore and evaluate different jumps Wk 2 - To know basic principles of jumping for height Wk 3 - To explore movement in a straight line Wk 4 - To have an awareness of speed Wk 5 - To explore throwing for different purposes. Wk 6 - To throw with control</p> <p><b>Year 2</b> Wk 1 - To know basic technique of jumping for distance Wk 2 - To know basic technique of jumping for height Wk 3 - Develop awareness of running technique Wk 4 -To use effective running technique Wk 5 - To throw with accuracy Wk 6 - To throw with power</p> <p><b>Summer 2 - Outdoor Net/Wall Games Year 1</b> Week 1 - To develop hand/eye coordination Week 2 -To develop hand/eyecoordination Week 3 -To introduce racket skills Week 4 - To develop racket skills Week 5 - To strike a moving ball Week 6 - To combine racket and hand/eye coordination</p> <p><b>Year 2</b> Week 1 - To develop hand /eye coordination Week 2 - To consolidate racket skills Week 3 - To develop racket skills Week 4 - To improve racket /eye coordination Week 5 - To consolidate racket /eye coordination Week 6 - To hit with control</p>	<p><b>Music</b> Tbat use my voice to say rhymes Tbat use my voice to speak chants Tbat use my voice to sing songs Tbat make different sounds with tuned instruments (xylophone) Tbat make different sounds with un tuned instruments Tbat make a sequence of sounds Tbat experiment with sounds to create an effect</p> <p><b>French</b> To listen to songs, rhymes and simple stories To listen to new vocabulary and sentences To understand and repeat quel age as-tu? To repeat 'j'ai cinq/six/sept ans To understand and repeat le pain, une boisson, une banane, une pomme, une orange, un sandwich, le jambon, le fromage, du lait, un jus d'orange</p>