

Maths

- Revising and recapping addition and subtraction of any two-digit numbers using an efficient strategy, explaining their thinking verbally, in pictures or using apparatus.
- Revising and recapping multiplication and division facts for the 2, 5 and 10 times tables and use them to solve problems, demonstrating an understanding of commutativity as necessary.
- Statistics; collecting and interpreting data.
- Read scales in divisions of ones, twos, fives and tens.
- Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of a whole.
- Use different coins to make the same amount

Enhancements

WOW Starter: Special delivery from the office - who is it from? Where is it from? (Baseline knowledge of continents).

WOW experiences: Receiving a weekly postcard from the Meerkats from continent.

Parental Engagement:

Phonics workshop

SATs workshop

KS1 Family learning - E-safety workshop.

KS1 Summer Topic
Is The World The Same All Over?

Science - Plants

Objectives

I can identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.

I can describe the basic structure of a variety of common plants including roots, stem, leaves and flowers

I can observe and describe how seeds and bulbs grow into mature plants

I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

I can investigate the way in which water is transported within plants

I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Possible ideas:

Investigate how seeds and bulbs grow

Investigate conditions that plants need to grow (diary)

Investigate how water is transported within plants (ink)

Lifecycle of flowering plants (wheel)

Investigate conditions for growing cress (grow for food experiment).

English

Our 'Talk For Writing' texts this term include 'Meerkat Mail' by Emily Gravett. We will also be continuing to develop our reading comprehension skills through a variety of different text types.

Reading

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Read accurately words of 2 or more syllables.

Read common suffixes

Read & re-read phonic-appropriate books

Read common 'exception' words noting unusual correspondences between spelling and sound and where these occur in the word

Reread these books to build up their fluency and confidence in word reading

Discuss & express views about fiction, non-fiction & poetry

Become familiar with & retell stories

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read, and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far.

Writing

Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.

Learning to spell common exception words.

learning to spell more words with contracted forms

add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly.

Start using some of the diagonal and horizontal strokes needed to join letters .

Use 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).

Consider what they are going to write before beginning by:

planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary.

Encapsulating what they want to say, sentence by sentence

Read aloud what they have written with appropriate intonation to make the

Art

Objectives:

Printing

- Can children print with sponges, vegetables and fruit?
- Can children print onto paper and textile?
- Can children design their own printing block?
- Can children create a repeating pattern?

Possible Ideas:

RE link - explore Islamic prayer mats. and patterns.

ICT

This term will be focussing on the following skills:

Programming:

Beebots (and beebots app).

Writing algorithms to make banana/ cress sandwich or fruit kebab. Act out instructions and debug.

Multimedia:

2Publish and

2create a story based on The Great Fire of Nantwich.

Technology in Our Lives:

emails from penguins and meerkats

Photocopier

Telephone

Handling Data:

Topmarks pictogram

eSafety:

Jessie and friends

Hectors World

Humanities

Geography

Locational knowledge

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

♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and physical geography

♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Geographical skills and fieldwork

♣ 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.

Possible ideas:

Town/country/ county/city activity, History

♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

♣ significant historical events, people and places in their own locality.

Possible Ideas:

Explore the great fire of Nantwich using Primary sources.

Create a flame picture for causes of the fire. Samuel Pepys diary

Create a timeline

Recreate the story on 2simple.

Design and Technology

Food

- Can children describe the properties of the ingredients they are using?
- Can children explain what it means to be hygienic?
- Are children hygienic in the kitchen?

Cress

sandwiches from growth investigation.
Hygiene bread investigation.

KS1 Topic: Is The World The Same All Over?



Music

This term we will be learning the following skills based on sounds from around the world.

Can children sing songs from different continents?

Can children make a soundscape based on different continents?

Can children order sounds to create a beginning, middle and end?

Can children create music in response to (pictures and videos)?

Can children choose sounds which create an effect?

Can children use symbols to represent sounds?

Can children perform simple patterns and accompaniments keeping a steady pulse?

SMSC:

Pants Private rule – Pantosaurus song.

Should animals be hunted/ killed for fur?

How can we keep ourselves healthy? Science links.

What does it mean to reflect?

Ramadan – Islam (Y2)

Sun safety – How can we keep safe in the sun?

Sports day – team work link.

Changes – Summer 2 – Imagine you, next year. What are you looking forward to/worried about?

Water safety – how can we keep safe near water?

RE

Y2

S1 - Community and belonging (Islam)
S2 - Hajj (Islam). See Discovery STP.