

<p>English</p> <p>Summer 1 Learning Journey Text: <i>The Tale of Johnny Town-Mouse</i> Outcome: Letter, narrative and book review</p> <p>Summer 1 Learning Journey Text: <i>The Tale of Two Bad Mice</i> Outcome: Letter and instructions</p> <p>Summer 2 Learning Journey Text: <i>The Diary of a Killer Cat</i> Outcome: Diary entry in role</p> <p>Summer 2 Learning Journey Text: <i>The Cat Who Wanted To Go Home</i> Outcome: Narrative</p> <p>Summer 2 Learning Journey Text: <i>Video stimulus</i> Outcome: Description</p> <p>Reading - Whole class reading texts and Little Wandle texts for reading groups</p>	<p>Maths (NCETM)</p> <p>9. Money 10. Fractions 11. Time 12. Position and direction 13. Multiplication and direction 14. Sense of measure – capacity, volume and mass</p>	<p>Science</p> <p>Making new plants: How are new plants made?</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 Introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants <p>Working scientifically:</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions 	<p>Geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 <p>Launchpad: What do we already know about Islands?</p> <p>Question: What is it like to live on an island?</p> <p>Investigate (skills): What is an island?</p> <p>Connect, compare and patterns: Are all islands the same? Compare the Isle of Wight to the mainland of the UK.</p> <p>Conclusions: What would make it easier / difficult to live on an island?</p> <p>Communicate: Create a survival video for life on an Island (Bear Grylls style)</p>
<p>PE</p> <p>Athletics and all FSS activities</p> <ul style="list-style-type: none"> Perform fast, medium and slow speeds individually and collaboratively as part of a team in athletic activities; link running and jumping activities with some fluency, control and consistency in athletic activities and collaboratively in team activities. Repeat and refine linked jumps; take part in a relay activity, showing an understanding of decision making on when to run and what to do; send a variety of objects, understanding how to change their action for accuracy and distance. Communicate an understanding of how to run, send and jump in different athletic activities and explain how to use different means of measure to improve on previous performance. Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and send it when fielding Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions Carry out activities to improve their work and understand why they are useful Play games using modified courts and a small range of sending skills; play games with limited continuity, stopping the ball and receiving it occasionally; strike the ball with reasonable consistency when practising Use bigger target areas to aim for; use a small range of tactics; use simple rules fairly With help, identify activities to help them improve 	<p>Year 2</p> <p>Summer Term - Islands</p> <p>Should we always get our own way?</p> <p>Trip: Lepe Beach</p>		<p>Design technology</p> <p>Beatrix Potter link – Can we design and make a salad from Mr McGregor's garden?</p> <ul style="list-style-type: none"> Stephanie will be growing a variety of leaves with the class and radishes. Stephanie has also suggested making some dressings for this as well. <p>Generate ideas from their own and others' experiences.</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Understand where food comes from. <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <ul style="list-style-type: none"> Plan by suggesting what to do next as ideas develop. Use the basic principles of a healthy and varied diet to design dishes. <p>Make a dish from the vegetables in Mr McGregor's garden.</p> <ul style="list-style-type: none"> Weigh and measure accurately. Use knives safely to cut food. <p>Evaluate their ideas and products against design criteria.</p> <ul style="list-style-type: none"> Identify what they could have done differently and how they could improve their work in the future. <p>Technical Knowledge: Use the basic principles of a healthy and varied diet to prepare dishes.</p> <ul style="list-style-type: none"> Understand where food comes from.
<p>RE</p> <p>Concept: Special Context: Special Places – church, synagogue, Mosque, Mandir and other places of worship</p> <p>Contextualise: Explain how and why a Synagogue is special to a Jewish person</p> <p>Concept: Gospel Context: What is the good news Jesus brings?</p> <p>Explain and Apply: Explain how Christians share the Good News of Jesus with the world around them</p>	<p>Music – Toby's Ark – Performance to parents</p> <p>Toby's Ark, a sea voyage around the world, Sing contrasting songs that tell the story of the journey of Toby's Ark and the different countries visited</p> <p>Performance Opportunity to parents and school: .Play a 3 part percussion piece as a whole class. Compose a piece of storm music using body percussion, exploring how they can make sounds which are softer and louder, understanding the musical term crescendo and diminuendo.</p> <p>Listening to music written by composers from the countries visited in Toby's Ark.</p> <p>Benjamin Britten's Storm Interlude from Peter Grimes – link to the storm music in Toby's Ark – children draw storm pictures while listening to the music</p>	<p>PSHE (Jigsaw):</p> <p>Relationships</p> <ul style="list-style-type: none"> When people tell the truth, it helps me trust them. If they lie, I won't trust them. If someone was making me keep a bad secret, I wouldn't try to problem solve with them. It would be better to tell an adult about it. <p>Changing Me</p> <ul style="list-style-type: none"> It is important to keep private parts of my body private by wearing clothes in public because it would be embarrassing not to. Some touches are meant to hurt. Other touches are kinder. 	
<p>History</p> <ul style="list-style-type: none"> Know about significant historical events, people and places in this locality Know about the lives of significant individuals in the past who have contributed to national and international achievements Talk about past and present events <p>Mary Annings</p> <ul style="list-style-type: none"> Ask questions based on the past Place events in chronological order Recognise why events happened and what happened as a result Make comparisons between different groups within a historical period 	<p>Art</p> <p>Beatrix Potter drawing/watercolour painting</p> <p>I can observe the anatomy of animals.</p> <p>I can discuss the use of shadows, light and dark.</p> <p>Draw animals using a range of pencils to create different tones.</p> <p>Observational drawing, creating backgrounds for Beatrix Potter characters.</p> <p>Drawing: experiment with tools and surfaces, discuss use of shadows, light and dark, sketch to make quick records</p> <p>Colour – make as many tones of one colour as possible (using white), Darken colours without using black, Using colour on a large scale</p>	<p>ICT – computing</p> <p>Internet Safety – internet safety unit</p> <p>Link to Relationships – Jigsaw Piece 4</p> <p>Common sense media – https://www.common sense.org/education/uk/digital-citizenship/primary</p> <p>Use technology respectfully Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	