

<p>English Summer Learning Journey 1 Text: <i>Whistleless</i> (video from the Literacy Shed) Outcome: recount Summer Learning Journey 2 Text: <i>Meerkat Mail</i> by Emily Gravett Outcome: letters and postcards Spring Learning Journey 3 Text: <i>The Mousehole Cat</i> by Antonia Barber Outcome: retelling of key moment in the story Spring Learning Journey 4 Text: <i>Journey</i> by Aaron Becker Outcome: journey narrative</p>	<p>Maths (NCETM) 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 Making new plants: How are new plants made? (2 knowledge blocks) Knowledge block 1: what flowers are for. Knowledge block 2: What happens after a plant has produced seeds? Pushes and Pulls: Why and how do objects move? (4 knowledge blocks) Knowledge block 1: how things move Knowledge block 2: forces change how objects move Knowledge block 3: making forces bigger Knowledge block 4: forces can change the shape of objects</p>	<p>Geography Islands – human and physical, local and global scales Step 1: Launchpad: Islands Step 2: Question: What is it like to live on an island? Step 3: Investigate (skills): What is an island and how are they formed? Where is the United Kingdom? Which countries make up the United Kingdom? Use world maps, atlases and globes to identify the UK and its countries. Step 4: Connect, compare and patterns: How are the countries similar and different? Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Are all islands the same? Compare the Isle of Struay with The UK. Use geographical vocabulary to describe key human and physical features (such as beach, cliff, forest, hill, city, farm, shop) Step 5: Conclusions: What would make it easier / difficult to live on an island? Step 6: Communicate: Create a survival video for life on an Island (Bear Grylls style) Vocabulary</p>
<p>PE Athletics and all FSS activities –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>	<p>Year 2</p> <p><u>Summer Term – Islands</u></p> <p><u>Should we always get our own way?</u></p> <p><u>Visit: Lepe Country Park</u></p>		<p>Design technology Mousehole cat link – Can we design and make Mowser a feast? - Stephanie will be growing a variety of leaves with the class and radishes. - Stephanie has also suggested making some dressings for this as well. Generate ideas from their own and others’ experiences. - Explore and evaluate a range of existing products. - Understand where food comes from. Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Plan by suggesting what to do next as ideas develop. - Use the basic principles of a healthy and varied diet to design dishes. Make a dish from the vegetables in Mr McGregor’s garden. - Weigh and measure accurately. - Use knives safely to cut food. Evaluate their ideas and products against design criteria. - Identify what they could have done differently and how they could improve their work in the future. Technical Knowledge: Use the basic principles of a healthy and varied diet to prepare dishes. - Understand where food comes from.</p>
<p>RE Concept:Special Context Special Places – church, synagogue, Mosque, Mandir and other places of worship Contextualise Explain how and why a Synagogue is special to a Jewish person Concept: Gospel Context: What is the good news Jesus brings? Explain and Apply Explain how Christians share the Good News of Jesus with the world around them</p>	<p>Music Rhythm Games Listening and responding to music games: Key Stage 1 Choir experience Performance opportunity in Romsey Abbey. The children will learn 4 contrasting songs which will include various choral techniques and they will have an opportunity to perform the pieces in a charity concert with 5 other choirs. Listening to Felix Mendelssohn’s The Hebrides (Fingal’s Cave) Overture – Katy Morag. Listening to the traditional Scottish folksong – Skye Boat Song – listen to it played on bagpipes – children learn that bagpipes are synonymous with Scotland. Children understand that folk songs were passed down through history and quite often told a story – Skye boat song is 250 to 300 years old. Exploring musical instruments in preparation for the opportunity to learn an instrument in year 3; flute, clarinet, violin, cello, trombone, trumpet, guitar and piano. Talk about one instrument per week – children get to look at, listen to and hold each instrument – talk about how they are played, pitch. Children learn to play the recorder through aural games, call and response on B, A and G. Children learn 2 simple recorder pieces Performance Opportunity Celebration Worship</p>		
<p>History</p>	<p>Art Beatrix Potter drawing/water colour painting I can observe the anatomy of animals. I can discuss the use of shadows, light and dark. Draw animals using a range to pencils to create different tones. Observational drawing, create backgrounds for Beatrix Potter characters. / Brownsea Island Drawing: experiment with tools and surfaces, discuss use of shadows, light and dark, sketch to make quick records 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 – Internet Safety – Digital Literacy – internet safety unit Link to Relationships – Jigsaw Piece 4 Common sense media – https://www.commonsense.org/education/uk/digital-citizenship/primary 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> <p>PSHE (Jigsaw): Relationships Changing Me</p>