

Travel

SUMMER 1&2

CLASS 2

Years 1/2

M A T H E M A T I C S	Year 1 Mathematics (White Rose Maths) MASS AND VOLUME MULTIPLICATION AND DIVISION FRACTIONS GEOMETRY -POSITION AND DIRECTION PLACE VALUE WITHIN A 100 MONEY TIME
	Year 2 Mathematics (White Rose Maths) MASS, CAPACITY AND TEMPERATURE FRACTIONS TIME STATISTICS POSITION AND DIRECTION PROBLEM SOLVING
	Year 1 Mastering Number Year 1 weeks 20-26
	Year 2 Mastering Number Year 2 weeks 20-26
L I T E R A C Y	Fiction Key Texts STORIES WITH PREDICTABLE AND PATTERNED LANGUAGE (Key texts: The Gingerbread Man, Mr Gumpy's Outing)
	STORIES FROM OTHER CULTURES We're going on a lion hunt Handa's Hen Handa's Noisy Night
	Non-Fiction NON-CHRONOLOGICAL REPORTS NEWSPAPER REPORTS (The Kings Coronation)
	Poetry POEMS ON A THEME -Journeys
Spellings	SPELLINGS LINK TO LITTLE WANDLES PHONICS SCHEME
Phonics	LITTLE WANDLE PHONICS SCHEME
Reading practice	Rotation activities Monday to Thursday, two Reading practice groups, word Work including common exception, high frequency, tricky words, dictionary work and free reading Friday Buddy reading.

S C I E N C E

Summer 1-Introduce Animals, including humans -Year 2 CUSP

- Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Summer 2 – Introduce Plants - CUSP Year 2

- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.
- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
- 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.

RE

Cumbria Agreed Syllabus for RE

SUMMER 1 – Who is Jesus?

SUMMER 2 - What does prayer mean for Christians and other faiths?

PSHE

CONRAM Life Education SCARF Scheme (Year 1)

SUMMER 1 –Being my Best

Growth Mindset

I can name a few different ideas of what I can do if I find something difficult.

Keeping Healthy

I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day

SUMMER 2 -Growing and Changing

Becoming Independent

I can tell you some things I can do now that I couldn't do when I was a toddler.

Body Parts

I can tell you what some of my body parts do.

<p>PSHE</p>	<p>Getting Help</p> <p>I can identify an adult I can talk to at both home and school. If I need help.</p> <p><i>*Both units lesson titles can be viewed within the 'PSHE policy' appendix on the website.</i></p>
<p>Online Safety</p>	<p><u>Project Evolve (interlinked with our P.S.H.E)</u></p> <p>SPRING 1 – Privacy and Security</p> <p>SPRING 2 – Self-Image and Identity</p>
<p>C O M P U T I N G</p>	<p><u>Ilearn2 Computing (Year 2 Units)</u></p> <p style="text-align: center;"><u>Programming with Scratch Junior</u></p> <p>National Curriculum Content - <i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i></p> <p><i>Create and debug simple programs.</i></p> <p><i>Use logical reasoning to predict the behaviour of simple programs.</i></p> <p style="text-align: center;"><u>Introduction to Animation</u></p> <p>National Curriculum Content</p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p style="text-align: center;"><u>Ebook Creation</u></p> <p>National Curriculum Content</p> <p style="text-align: center;"><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p>
<p>G E O G</p>	<p><u>Countries and capital cities of the UK (CUSP Year 1 unit)</u></p> <p>INVESTIGATE PLACES</p> <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name and locate the world's continents and oceans • Identify the key features of a location in order to say whether it is a city, town, village,

R A P H Y	<p>coastal or rural area</p> <ul style="list-style-type: none"> • Use aerial images and plan perspectives to recognise landmarks and basic physical features <p>COMMUNICATE GEOGRAPHICALLY</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map
H I S T O R Y H I S T O R Y	<p><u>Lives of significant people - Tim Peake, Mae Jemison and Neil Armstrong. Significant historical events, people (CUSP Year 1)</u></p> <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources to find out about the past. • Identify some of the different ways the past has been represented. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p>Understand chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my grandparents/carers were children, years, decades and to describe the passing of time. • Show an understanding of the concept of nation and a nation's history.
M U	<p><u>Cheranga Music Scheme</u> (Year 2)</p>

<p style="text-align: center;">S I C</p>	<p>SUMMER 1 –Friendship Song</p> <p>SUMMER 2 –Reflect, Rewind, Replay</p>
<p>Art and Design</p>	<p>Summer 1 3D Block Kenojuak Ashevak Y1</p> <p>Develop ideas</p> <ul style="list-style-type: none"> • Respond to ideas and starting points • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p>Master techniques</p> <ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. <p>Take inspiration from the greats</p> <ul style="list-style-type: none"> • Describe the work of notable artist • Use some ideas of artist studies to create piece <p>Summer 2 Collage Paul Klee Y1</p> <p>Develop ideas</p> <ul style="list-style-type: none"> • Respond to ideas and starting points • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p>Master techniques</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. <p>Take inspiration from the greats</p> <ul style="list-style-type: none"> • Describe the work of notable artist • Use some ideas of artist studies to create piece
<p>Design and Technology</p>	<p>Summer 1 Mechanics – Are bigger wheels always better?</p> <p>CUSP Mechanisms Unit Y2 Karl Friedrich Benz (1844 – 1929)</p> <p>Master practical skills</p> <ul style="list-style-type: none"> • Create products using levers, sliders, axels, wheels and winding mechanisms. • Cut materials safely using tools provided. • Measure to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques. • Demonstrate a range of joining techniques. <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user.

	<ul style="list-style-type: none"> • Make products, refining the design as work progresses. • Evaluate products referring to purpose. <p>Take inspiration from design throughout history</p> <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. <p>Summer 2 Food – How healthy is your food? Food Y2</p> <p>Master practical skills</p> <ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Evaluate products referring to purpose.
P4C	As part of 'Buddy Reading' and daily story time.
P.E.	<p><u>SUMMER 1 – FOOTBALL, TENNIS AND MULTI-SKILLS</u></p> <p>Games</p> <ul style="list-style-type: none"> *Use the terms 'opponent' and 'team-mate'. *Use rolling, hitting, running, jumping, catching and kicking skills in combination. *Develop tactics. *Lead others when appropriate. <p>Athletics</p> <ul style="list-style-type: none"> *Athletics activities are combined with games in Years 1 and 2. <p><u>SUMMER 2 – MULTI-SKILLS, TRAMPOLINING AND CRICKET</u></p> <p>Games (football, cricket, multi-skills, athletics, sports day)</p> <ul style="list-style-type: none"> *Use the terms 'opponent' and 'team-mate'. *Use rolling, hitting, running, jumping, catching and kicking skills in combination. *Develop tactics. *Lead others when appropriate. <p>Gymnastics (trampolining)</p> <ul style="list-style-type: none"> Jump in a variety of ways and land with increasing control and balance. Show contrasts (such as small/tall, straight/curved and wide/narrow). Copy and remember actions. Move with some control and awareness of space.