

HALF TERMLY PLANNING

Date: Summer Term (2) Teacher: Mrs Olsson and Mrs Makepeace

Topic focus: Schools Days

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths Year 1: Weight and Mass. Length and Height. Geometry Shape Consolidation	Compare Mass Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds).	.Capacity and Volume. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half); mass/weight (for example, heavy/light, heavier than, lighter than); capacity and volume (for example, full/empty, more than, less than, half, half full, quarter); time (for example, quicker, slower, earlier, later).	Length and Height. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half); mass/weight (for example, heavy/light, heavier than, lighter than); capacity and volume (for example, full/empty, more than, less than, half, half full, quarter); time (for example, quicker, slower, earlier, later)	Length and Height. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half); mass/weight (for example, heavy/light, heavier than, lighter than); capacity and volume (for example, full/empty, more than, less than, half, half full, quarter); time (for example, quicker, slower, earlier, later)	Shape Recognise and name common 3-D shapes (for example, cuboids (including cubes), pyramids and spheres). Recognise and name common 2-D shapes (for example, rectangles (including squares), circles and triangles).	Consolidation Place Value recap. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	Consolidation Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

HALF TERMLY PLANNING

Maths Year 2	Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	Properties of shape. Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.	Consolidation Recognise the place value of each digit in a two-digit number (tens, ones).	Consolidation Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
English <i>Recount</i> Instructions Narrative (Traditional and fairy tales)	<p><u>Recount</u> <u>Year 1</u> Using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add suffixes using -ing, -ed, -er and -est as the plural marker for nouns.</p> <p>Saying out loud what they are writing.</p> <p>To develop their understanding of the concepts set out in English Appendix 2.</p> <p>To join words and join clauses using and</p> <p>To learn the grammar for Year 1 in English Appendix 2 To use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p><u>Year 2:</u></p>	<p><u>Recount</u> <u>Year 1:</u> Using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add suffixes using -ing, -ed, -er and -est as the plural marker for nouns.</p> <p>Saying out loud what they are writing. To develop their understanding of the concepts set out in English Appendix 2.</p> <p>To join words and join clauses using and</p> <p>To learn the grammar for Year 1 in English Appendix 2 To use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p><u>Year 2:</u></p>	<p><u>Recount</u> <u>Year 1:</u> Use suffixes -ing, -ed, -er and -est.</p> <p>Write from memory simple sentences.</p> <p>Compose a sentence orally.</p> <p>Re read what they have written makes sense.</p> <p>Begin to punctuate sentences. To develop their understanding of the concepts set out in English Appendix 2.</p> <p>To join words and join clauses using and</p> <p>To learn the grammar for Year 1 in English Appendix 2 To use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p><u>Instructions</u> <u>Year 1:</u> Use suffixes -ing, -ed, -er and -est.</p> <p>Write from memory simple sentences.</p> <p>Compose a sentence orally.</p> <p>To spell common exception words</p> <p>Re read what they have written makes sense.</p> <p>Begin to punctuate sentences.</p> <p>Join words and joining clauses using and.</p> <p><u>Year 2:</u> Spell common exception words</p> <p>Learn new ways of spelling phonemes.</p> <p>Apply spelling rules.</p> <p>Consider what they are going to write</p>	<p><u>Instructions</u> <u>Year 1:</u> Say out loud what they are writing.</p> <p>Discuss what they have written with the teacher and other pupils. To spell common exception words</p> <p>Begin to punctuate sentences.</p> <p>Join words and joining clauses using and.</p> <p><u>Year 2:</u> Spell common exception words</p> <p>Develop positive attitude towards and stamina for writing about real events.</p> <p>Consider what they are going to write by planning or saying out loud.</p> <p>Write down their ideas.</p>	<p><u>Narrative</u> <u>Year 1:</u> Using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add suffixes using -ing, -ed, -er and -est as the plural marker for nouns.</p> <p>Saying out loud what they are writing. To develop their understanding of the concepts set out in English Appendix 2.</p> <p>To join words and join clauses using and</p> <p>To learn the grammar for Year 1 in English Appendix 2 To use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p><u>Year 2</u></p>	<p><u>Narrative</u> <u>Year 1:</u> Using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add suffixes using -ing, -ed, -er and -est as the plural marker for nouns.</p> <p>Saying out loud what they are writing. To develop their understanding of the concepts set out in English Appendix 2.</p> <p>To join words and join clauses using and</p> <p>To learn the grammar for Year 1 in English Appendix 2 To use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p><u>Year 2:</u></p>

HALF TERMLY PLANNING

	<p>Learn new ways of spelling phonemes.</p> <p>Add suffixes to spell longer words (-ment, -ness, -ful, -less, -ly)</p> <p>Spell common exception words.</p> <p>Write down ideas and /or keywords, including new vocabulary.</p> <p>•To use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>•To use present and past tenses correctly and consistently including the progressive form.</p>	<p>Add suffixes to longer words.</p> <p>Learn new ways of spelling phonemes.</p> <p>Develop positive attitudes towards and stamina for writing poetry.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Plan or say out loud what they are going to write.</p> <p>•To use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>•To use present and past tenses correctly and consistently including the progressive form</p>	<p><u>Year 2:</u> Spell common exception words</p> <p>Learn new ways of spelling phonemes.</p> <p>Apply spelling rules.</p> <p>Consider what they are going to write by planning or saying out loud.</p> <p>Write down their ideas.</p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Subordination and co-ordination.</p> <p>To use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>•To use present and past tenses correctly and consistently including the progressive form</p>	<p>by planning or saying out loud.</p> <p>Write down their ideas.</p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Subordination and co-ordination.</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>Develop positive attitude towards and stamina for writing..</p>	<p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Subordination and co-ordination.</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>To use expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>Spell common exception words. learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Develop positive attitude towards and stamina for writing about real events.</p> <p>Consider what they are going to write by planning or saying out loud.</p> <p>Write down their ideas.</p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Subordination and co-ordination.</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>To use expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>Spell common exception words. learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Develop positive attitude towards and stamina for writing about real events.</p> <p>Consider what they are going to write by planning or saying out loud.</p> <p>Write down their ideas.</p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Subordination and co-ordination.</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>To use expanded noun phrases to describe and specify [for example, the blue butterfly]</p>
--	--	--	--	--	--	---	---

HALF TERMLY PLANNING

<p>Class reader Zog, Zog and the flying doctors.</p> <p>Guided reading text The day you begin.</p> <p>Reading Vipers focus: Retrieval and Inference.</p>	<p>The day you begin. Year 1</p> <p>Listening to and discussing a wide range of poems, at a level beyond that at which they can read independently.</p> <p>Read words containing taught GPCs and -s, -es, - ing, -ed and -est</p> <p>Year 2:</p> <p>Reading words with suffixes</p> <p>Discuss favourite words and phrases.</p>	<p>The day you begin. Year 1:</p> <p>Apply phonics to help decode words.</p> <p>Read accurately by blending sounds in unfamiliar words</p> <p>Read common exception words.</p> <p>Discuss the significance of the title and events.</p> <p>Year 2</p> <p>Read accurately by blending the sounds in words that contain graphemes taught.</p> <p>Read accurately words of two or more syllables.</p> <p>Predicting what might happen.</p> <p>Explain and discuss their understanding of books.</p>	<p>The day you begin. Year 1:</p> <p>Apply phonics to help decode words.</p> <p>Read accurately by blending sounds in unfamiliar words</p> <p>Read common exception words.</p> <p>Listening to and discussing stories.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Discuss the significance of events</p> <p>Year 2:</p> <p>Read accurately by blending the sounds in words that contain graphemes taught.</p> <p>Read accurately words of two or more syllables.</p> <p>Read further common exception words, noting unusual correspondence between spelling and sound.</p> <p>Answering and asking questions.</p>	<p>The day you begin. Year 1:</p> <p>Read words containing taught GPCs and -s, -es, - ing, -ed, -er and - est endings.</p> <p>Read other words of more than one syllable.</p> <p>Listening to and discussing stories.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Discuss the significance of events</p> <p>Year 2:</p> <p>Read accurately by blending the sounds in words that contain graphemes taught.</p> <p>Read accurately words of two or more syllables.</p> <p>Read further common exception words, noting unusual correspondence between spelling and sound.</p> <p>Answering and asking questions.</p>	<p>The day you begin. Year 1:</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable.</p> <p>Listening to and discussing stories.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Discuss the significance of events</p> <p>Year 2:</p> <p>Read accurately by blending the sounds in words that contain graphemes taught.</p> <p>Read accurately words of two or more syllables.</p> <p>Read further common exception words, noting unusual correspondence between spelling and sound.</p> <p>Answering and asking questions.</p>	<p>Zog Year 1:</p> <p>Read words containing taught GPCs and -s, - es, -ing, -ed, -er and - est endings.</p> <p>Read other words of more than one syllable.</p> <p>Listening to and discussing stories.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Year 2:</p> <p>Read accurately by blending the sounds in words that contain graphemes taught.</p> <p>Read accurately words of two or more syllables.</p> <p>Read further common exception words, noting unusual correspondence between spelling and sound.</p> <p>Answering and asking questions.</p>	<p>Zog and the flying doctors. Year 1:</p> <p>Read words containing taught GPCs and -s, -es, - ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable.</p> <p>Listening to and discussing stories.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Year 2:</p> <p>Read accurately by blending the sounds in words that contain graphemes taught.</p> <p>Read accurately words of two or more syllables.</p> <p>Read further common exception words, noting unusual correspondence between spelling and sound.</p> <p>Answering and asking questions.</p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.</p>

HALF TERMLY PLANNING

[illegible]

HALF TERMLY PLANNING

Geography	<u>Litter.</u> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.						
History		The Victorian Era. Learn about changes within living memory. Describe changes within or beyond living memory.	Victorian Schools. Learn about changes within living memory. Learn about events beyond living memory that are significant nationally or globally. Knowledge	A day in a Victorian Classroom. Learn about changes within living memory. Learn about events beyond living memory that are significant nationally or globally.	Victorian Classroom Artefacts. Learn about changes within living memory. Learn about events beyond living memory that are significant nationally or globally. Knowledge	Significant Individual. Samuel Wilderspin. Learn about changes within living memory. Learn about significant historical events, people and places in their own locality.	Our Community in Victorian Times. Learn about changes within living memory. Learn about significant historical events, people and places in their own locality.
Art							
DT			Investigating sources of food. Understand where food comes from.	Preparing fruits and vegetables. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).	. Exploring salads. Use the basic principles of a healthy and varied diet to prepare dishes.	Designing a supermarket sandwich. Design purposeful, functional, appealing products for themselves and other users based on design criteria	Making a supermarket sandwich. Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

HALF TERMLY PLANNING

P.E. Athletics Gymnastics	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking.					Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Music	Charanga. Zootime use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music	Charanga Zootime use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music	Charanga Zootime use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music	Charanga Zootime use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music	Charanga Zootime use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music	Charanga Zootime use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music	Charanga Zootime use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music
PSHE	Please teach me to...form positive relationships with family and friends Families and Close Relationships R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	Please teach me to...try to solve friendship problems when they occur. Friendships R6. about how people make friends and what makes a good friendship	Please teach me to...help others to feel part of a group. Friendships R6. about how people make friends and what makes a good friendship R7. about how to recognise when they	Please teach me to.....show respect in how I treat others. Managing Hurtful Behaviour and Bullying R10. that bodies and feelings can be hurt by words and actions; that people	Please teach me to...how to help others when they are feeling hurt or upset. Managing Hurtful Behaviour and Bullying R10. that bodies and feelings can be hurt by words and actions;		

HALF TERMLY PLANNING

	<p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p>	<p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>		
French							