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	Compare Mass	.Capacity and Volume.	Length and Height.	Length and Height.	Shape	Consolidation	Consolidation
1: Weight and Mass. Length and Height. Geometry Shape Consolidatio n	Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds).	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).	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	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	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).	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.	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.

AA 11 -			11/10/ 10	KWL) PLAININI		Consolidation	Consolidation
Maths					December 6 dec	Consolidation	Consolidation
Year 2	Compare and order	Compare and order	Compare and order	. Compare and order	Properties of shape.		
	lengths, mass,	lengths, mass,	lengths, mass,	lengths, mass,	-1		
	volume/capacity and	volume/capacity and	volume/capacity and	volume/capacity	Identify and	Recognise the place	Recall and use addition and
	record the results	record the results	record the results	and record the	describe the	value of each digit in a	subtraction facts to 20
	using >, < and =.	using >, < and =.	using >, < and =.	results using >, <	properties of 2-D	two-digit number	fluently, and derive and use
				and =.	shapes, including the	(tens, ones).	related facts up to 100.
					number of sides and		
					line symmetry in a		
					vertical line.		
English	Recount	Recount	<u>Recount</u>	<u>Instructions</u>	<u>Instructions</u>	Narrative	<u>Narrative</u>
Recount	<u>Year 1</u>	<u>Year 1:</u>	<u>Year 1:</u>	Year 1:	<u>Year 1:</u>	<u>Year 1:</u>	<u>Year 1:</u>
Necount	Using letter names	Using letter names	Use suffixes -ing, -		Say out loud what	Using letter names to	Using letter names to
	to distinguish	to distinguish	ed, -er and -est.	Use suffixes -ing, -	they are writing.	distinguish between	distinguish between
Instructions	between alternative	between alternative		ed, -er and -est.		alternative spellings	alternative spellings of the
	spellings of the same	spellings of the same	Write from memory		Discuss what they	of the same sound.	same sound.
Narrative	sound.	sound.	simple sentences.	Write from memory	have written with		
				simple sentences.	the teacher and	Add suffixes using -	Add suffixes using -ing, -ed,
(Traditional	Add suffixes using -	Add suffixes using -	Compose a sentence		other pupils.	ing, -ed, -er and -est	-er and -est as the plural
and fairy	ing, -ed, -er and -est	ing, -ed, -er and -est	orally.	Compose a sentence	To spell common	as the plural marker	marker for nouns.
tales)	as the plural marker	as the plural marker	·	orally.	exception words	for nouns.	
	for nouns.	for nouns.	Re read what they	To spell common			Saying out loud what they
			have written makes	exception words	Begin to punctuate	Saying out loud what	are writing.
	Saying out loud what	Saying out loud what	sense.	Re read what they	sentences.	they are writing.	To develop their
	they are writing.	they are writing.		have written makes		To develop their	understanding of the
	, ,	To develop their	Begin to punctuate	sense.	Join words and	understanding of the	concepts set out in English
	To develop their	understanding of the	sentences.		joining clauses using	concepts set out in	Appendix 2.
	understanding of the	concepts set out in	To develop their	Begin to punctuate	and.	English Appendix 2.	
	concepts set out in	English Appendix 2.	understanding of the	sentences.		g	To join words and join
	English Appendix 2.	anghan repairement at	concepts set out in		Year 2:	To join words and join	clauses using and
	- 3 Fpee 2.	To join words and	English Appendix 2.	Join words and	Spell common	clauses using and	
	To join words and	join clauses using and		joining clauses using	exception words		To learn the grammar for
	join clauses using and	J 3.2222 23g and	To join words and	and.		To learn the grammar	Year 1 in English Appendix 2
	Jam oracoo doning and	To learn the	join clauses using and		Develop positive	for Year 1 in English	To use the grammatical
	To learn the	grammar for Year 1	Jan Grades doning and	Year 2:	attitude towards and	Appendix 2	terminology in English
	grammar for Year 1	in English Appendix 2	To learn the	Spell common	stamina for writing	To use the	Appendix 2 in discussing
	in English Appendix 2	To use the	grammar for Year 1	exception words	about real events.	grammatical	their writing.
	To use the	grammatical	in English Appendix 2	S.Copilon Words	about tout ofolito.	terminology in English	
	grammatical	terminology in	To use the	Learn new ways of	Consider what they	Appendix 2 in	
	terminology in	English Appendix 2 in	grammatical	spelling phonemes.	are going to write by	discussing their	
	English Appendix 2 in	discussing their	terminology in	spenning priorientes.	planning or saying out	writing.	
	discussing their	writing.	English Appendix 2 in	Apply spelling rules.	loud.	willing.	
	writing.	willing.	discussing their	Apply spelling rules.	iouu.		
	witing.	Year 2:	writing.	Consider what they	Write down their	Year 2	Year 2:
	Year 2:	/eur Z.	willing.		ideas.	/eui L	<u>/eur 2.</u>
	rear Z.			are going to write	iueus.		

Learn new ways of	Add suffixes to	Year 2:	by planning or		Spell common	Spell common exception
spelling phonemes.	longer words.	Spell common	saying out loud.	Learn how to use	exception words.	words.
		exception words		sentences with	learning new ways of	learning new ways of spelling
Add suffixes to spell	Learn new ways of	·	Write down their	different forms:	spelling phonemes for	phonemes for which one or
longer words (-ment,	spelling phonemes.	Learn new ways of	ideas.	statement, question,	which one or more	more spellings are already
-ness,-ful, -less, -ly)	, 5,	spelling phonemes.		exclamation,	spellings are already	known, and learn some words
,	Develop positive		Learn how to use	command.	known, and learn some	with each spelling, including
Spell common	attitudes towards	Apply spelling rules.	sentences with		words with each	a few common homophones
exception words.	and stamina for		different forms:	Subordination and	spelling, including a	·
	writing poetry.	Consider what they	statement,	co-ordination.	few common	Develop positive attitude
Write down ideas		are going to write by	question,		homophones	towards and stamina for
and /or keywords,	Encapsulating what	planning or saying out	exclamation,	Evaluating their	·	writing about real events.
including new	they want to say,	loud.	command.	writing with the	Develop positive	_
vocabulary.	sentence by			teacher and other	attitude towards and	Consider what they are
	sentence.	Write down their	Subordination and	pupils	stamina for writing	going to write by planning or
 To use expanded 		ideas.	co-ordination.		about real events.	saying out loud.
noun phrases to	Plan or say out loud			To use expanded		
describe and specify	what they are going	Learn how to use	Evaluating their	noun phrases to	Consider what they	Write down their ideas.
[for example, the	to write.	sentences with	writing with the	describe and specify	are going to write by	
blue butterfly]		different forms:	teacher and other	[for example, the	planning or saying out	Learn how to use sentences
 To use present and 		statement, question,	pupils.	blue butterfly	loud.	with different forms:
past tenses	 To use expanded 	exclamation,				statement, question,
correctly and	noun phrases to	command.	Develop positive		Write down their	exclamation, command.
consistently including	describe and specify		attitude towards		ideas.	
the progressive	[for example, the	Subordination and	and stamina for			Subordination and co-
form.	blue butterfly]	co-ordination.	writing		Learn how to use	ordination.
	 To use present and 				sentences with	
	past tenses correctly	To use expanded			different forms:	Evaluating their writing with
	and consistently	noun phrases to			statement, question,	the teacher and other
	including the	describe and specify			exclamation, command.	pupils.
	progressive form	[for example, the				
		blue butterfly]			Subordination and co-	
		•To use present and			ordination.	
		past tenses correctly				To use expanded noun
		and consistently			Evaluating their	phrases to describe and
		including the			writing with the	specify [for example, the
		progressive form			teacher and other	blue butterfly
					pupils.	
					To use expanded noun	
					phrases to describe	
					and specify [for	
					example, the blue	
					butterfly	

TALL TENDE TENDET										
Class reader	The day you begin.	The day you begin.	The day you begin.	The day you begin.	The day you begin.	Zog	Zog and the flying			
Zog,	Year 1	Year 1:	Year 1:	Year 1:	Year 1:	Year 1:	doctors.			
Zog and the flying doctors.		Apply phonics to help	Apply phonics to help	Read words	Read words	Read words containing	Year 1:			
Tiying doctors.	Listening to and	decode words.	decode words.	containing taught	containing taught	taught GPCs and -s, -				
Guided reading	discussing a wide			GPCs and -s, -es, -	GPCs and -s, -es, -ing,	es, -ing, -ed, -er and -	Read words containing			
text	range of poems, at a	Read accurately by	Read accurately by	ing, -ed, -er and -	-ed, -er and -est	est endings.	taught GPCs and -s, -es, -			
The day you	level beyond that at	blending sounds in	blending sounds in	est endings.	endings.		ing, -ed, -er and -est			
begin.	which they can read	unfamiliar words	unfamiliar words	J	3	Read other words of	endings.			
	independently.			Read other words	Read other words of	more than one	3			
Reading Vipers	, ,	Read common	Read common	of more than one	more than one	syllable.	Read other words of more			
focus: Retrieval	Read words	exception words.	exception words.	syllable.	syllable.	,	than one syllable.			
and Inference.	containing taught					Listening to and				
	GPCs and -s, -es, -	Discuss the	Listening to and	Listening to and	Listening to and	discussing stories.	Listening to and discussing			
	ing, -ed and -est	significance of the	discussing stories.	discussing stories.	discussing stories.	discussing stories.	stories.			
	ing, ca ana con	title and events.	alseassing stories.	alseassing stories.	alseassing stories.	Discuss word	3101163.			
	Year 2:	Title und events.	Discuss word	Discuss word	Discuss word	meanings, linking new	Discuss word meanings,			
	/eui Zi	Year 2	meanings, linking new	meanings, linking	meanings, linking new	meanings, mixing new	linking new meanings to			
		Read accurately by	meanings, linking new	new meanings to	meanings, linking new	already known.	those already known.			
	Reading words with	blending the sounds	already known.	those already	already known.	aiready known.	Those direddy known.			
	suffixes		aiready known.	•	aiready known.					
	Suffixes	in words that contain	No. and	known.	N'					
	.	graphemes taught.	Discuss the	S1	Discuss the	.,				
	Discuss favourite		significance of	Discuss the	significance of	Year 2:	<u>Year 2:</u>			
	words and phrases.	Read accurately	events	significance of	events					
		words of two or more		events						
		syllables.	Year 2:		<u>Year 2:</u>					
			Read accurately by	<u>Year 2:</u>	Read accurately by	Read accurately by	Read accurately by blending			
		Predicting what	blending the sounds	Read accurately by	blending the sounds	blending the sounds in	the sounds in words that			
		might happen.	in words that contain	blending the sounds	in words that contain	words that contain	contain graphemes taught.			
			graphemes taught.	in words that	graphemes taught.	graphemes taught.				
		Explain and discuss		contain graphemes			Read accurately words of			
		their understanding	Read accurately	taught.	Read accurately	Read accurately words	two or more syllables.			
		of books.	words of two or more		words of two or more	of two or more				
			syllables.	Read accurately	syllables.	syllables.	Read further common			
				words of two or			exception words, noting			
			Read further	more syllables.	Read further	Read further common	unusual correspondence			
			common exception	•	common exception	exception words,	between spelling and sound.			
			words, noting unusual	Read further	words, noting unusual	noting unusual	, ,			
			correspondence	common exception	correspondence	correspondence	Answering and asking			
			between spelling and	words, noting	between spelling and	between spelling and	questions.			
			sound.	unusual	sound.	sound.	1			
				correspondence			Discussing and clarifying the			
			Answering and asking	between spelling	Answering and asking	Answering and asking	meaning of words, linking			
			questions.	and sound.	questions.	questions.	new meanings to known			
			questions,	and Jouria.	questions,	questions.	vocabulary.			
							vocabulary.			

			Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.	Answering and asking questions. Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. Participate in discussion about books, taking turns and listening to what others say.	Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. Participate in discussion about books, taking turns and listening to what others say.	Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. Participate in discussion about books, taking turns and listening to what others say.	Participate in discussion about books, taking turns and listening to what others say.
Science	The importance of	My Plant	What is an Animal?	Identifying animal	Grouping animals	Carnivore, Herbivore,	Animals
Plants	plants. Ask simple questions and recognise that they can be answered in different ways. Year 1: Ask simple questions and recognise that they can be answered in different ways. Year 2: Ask simple questions and recognise that they can be answered in different ways.	Using their observations and ideas to suggest answers to questions. Year 1: Talk about what they have done and say, with help, what they think they have found out. Year 2: Use their observations and ideas to suggest answers to questions	Vear 1: identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features. Vear 2: identify and name a variety of plants and animals in their habitats, including microhabitats.	parts. Year 1: Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals Year 2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Year 1: Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features. Year 2: identify and name a variety of plants and animals in their habitats, including microhabitats	Omnivore. Year 1 Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Year 2: . Identify and classify.	Our Pets Year 1: Identify and talk about a range of common animals. Talk about similarities between animals where some animals are found. Talk about what animals eat. Year 2: Sort and group and animals according to simple features. Identify a range of similarities and differences between animals. Describe how animals obtain their food from plants and other animals.
R.E Gospel (Digging Deeper)	Thematic Which places are special and why?	Thematic Which places are special and why?	Thematic Which places are special and why?	Thematic Which places are special and why?	Thematic Which places are special and why?	Thematic Which places are special and why?	Thematic Which places are special and why?

Geography	Litter. 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.

P.E. Athletics Gymnastics	co-ordination, and beg	its including running, jum in to apply these in a rang nes, developing simple ta	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.	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
	Zootime	Zootime	Zootime	Zootime	Zootime	Zootime	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	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	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	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	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	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	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 toform positive relationships with family and friends Families and Close Positive Relationships R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	Please teach me totry 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 toshow 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;		

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