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|  | **22nd– 26th April 2019** | **29th April – 3rd May 2019** | **6th – 10th May 2019** | **13th – 17th May 2019**  **SATS** | **20TH – 24TH May** |
| Phonics | **Song of Sounds – Stage 2 air and areYr1 and Yr2 Revise all graphemes learned so far reading and writing green and tricky words.**  **Yr 2 LA – contractions**  **MA- Possessive apostrophe**  **Spellings Yr1 –**days of the week  **Yr2 -**  suffix ed to words that end in a y. | **Song of Sounds – Stage 2**  **Reading and writing CVC words. Reading and writing words with adjacent consonants.**  **Year 2 – CVCC words.**  **HA- Using suffixes.**  **Spellings: Yr 1 –** months of the year  **Yr 2 –**  adding suffix -es to words that end in a y. | **Song of Sounds – Stage 2**  **Reading and writing words that contain digraphs and split diagraphs**  **Year 2 – using expanded noun phrases.**  **Spellings: Yr 1 –** common exception words  **Yr 2 – words that end in ey that make the ee sound** | **Song of Sounds – Stage 2**  **Reading and writing words with two syllables**  **Year 2 SATS**  **Spellings: Yr 1 –the k sound before e I or y.**  **Yr2 –**  suffix ing when doubling the consonant | **Song of Sounds Stage 2 Assessment**  **Spellings Yr1 –** Prefix un  **Yr2 -**  suffix ed when doubling consonant |
| Maths | **Place Value to 100 Year 1**  **Year 2 Statistics**  **Year 1**  **count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number**  ** count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens**  ** given a number, identify one more and one less**  ** 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 and write numbers from 1 to 20 in numerals and words.**  **Year 2**  **interpret and construct simple pictograms, tally charts, block diagrams and simple tables**  ** ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity**  ** ask and answer questions about totalling and comparing categorical data.** | | **Position and Direction**  **Year 1**  **describe position, direction and movement, including whole, half, quarter and three quarter turns.**  **Year 2**  **order and arrange combinations of mathematical objects in patterns and sequences**  ** use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).** | | **Problem solving efficient methods**  **Year 1**  **Year 2** |
| English | **Independently ask simple questions to find out more about the topic.**  **Use relevant strategies to build their vocabulary.**  Be introduced to the word ‘carnival’ and watch some examples of carnivals from around the world. Talk about what they can see, making suggestions for exciting words to describe the scenes.  Children’s word suggestions could be organised into adjectives (‘describing words’) and verbs (‘doing words’).  **Read aloud their own writing clearly and audibly.**  **Read aloud their writing clearly enough to be heard by their peers and the teacher.**  Write out their verse in their best handwriting using coloured pens and pencils, or word process it with different fonts and colours. Read their verse aloud as part of a group, taking it in turns and following each other to make a whole class poem.  Children should explore repetition of certain verses, volume, rhythm and expression when reading aloud to make the experience more fun.  **Carnival afternoon**  Hold your very own ‘Brazilian Carnival Day’ to kick-start this colourful topic. Dress up in your brightest carnival clothes and make richly coloured bunting and flags to decorate the classroom. Play carnival music or invite a local samba band to join in the fun. Join in by clapping, dancing and moving your bodies in time to the music. Alternatively, take part in or visit a local celebration that involves live music, costumes, dancing and singing. Let’s get ready to party! | **Describe events and experiences using appropriate topical vocabulary.**  **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.**  Talk about their carnival experience, describing what happened and explaining how the music made them feel. Express their feelings about the experience using drawings and free writing.  Provide photographic images of the experience so children can recall what happened and how they felt listening to the music.  **Engage in imaginative play, representing simple characters and situations in everyday speech, gesture or movement.**  **Participate in discussions, presentations, performances, role play, improvisations and debates.**  Listen to the legend of Guarana, available on **The Hub**, using pictures and sentences to sequence the story. Retell the story in their own words and act it out, each taking a different role.  Maybe provide props that will help the children to act out the story. Sticks for the tribesmen’s spears, a cap or mask for Jurupai the bad spirit, a headdress or wand for the good spirit and a branch for the Guarana plant – plus lots of imagination too, of course, will help bring the story alive!  **Say sentences out loud to an adult or peer before writing.**  **Compose a sentence orally before writing it.**  Meet some of the amazing characters from Brazilian mythology, like Saci-pererê, the playful wish granter, and Curupira, the little red-haired, green-toothed dwarf! After looking at pictures of each of the characters, write a sentence to describe what they look like and what they can do.  Other characters to introduce to the children could include Boi Tata, the large fire serpent, and Pedro Malasartes – such a hero! | **Describe events and experiences using appropriate topical vocabulary.**  **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.**  Create their own mythical creature! Begin by playing a game in which children choose question cards from a bag and then create a suitable answer. Answer questions such as ‘What colour is your creature’s hair? How many legs does your creature have? How many eyes? What does he wear? What is his magical power?’ Draw their mythical beast and label his different parts.  Scribe the children’s ideas as they make their suggestions to build up the mythical character. Read back their descriptions so they can listen to an account of their finished creation. Consider whether any further details are needed to make him or her super-interesting!  **Independently write simple phrases and clauses in series.**  **Sequence sentences to form short narratives.**  Write sentences to describe their mythical creature, adding extra detail and using their own ideas to change particular features. Use simple adjectives and verbs to describe what he/she looks like and does. Read back their writing to the group and explain any changes they made to the original idea.  Model use of adjectives and verbs to describe its physical appearance or characteristics such as ‘he has red hair’ and ‘he runs quickly’. | **Describe events and experiences using appropriate topical vocabulary.**  **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.**  Compare pictures, listen to examples of music, watch film clips and read information about the Rio Carnival and a familiar UK carnival such as Notting Hill. Make comparisons between the two celebrations, identifying the similarities and differences between them.  Ask the children to explain which carnival or celebration they would prefer to take part in and why. The Notting Hill Carnival has its own website with some good resources, including video and audio clips.  **Use simple vocabulary appropriate to the purpose for writing.**  **Compose a sentence orally before writing it**.  After following recipes to make a chosen celebration cake or cakes (see D&T, page 11), use photographs of the experience to sequence what they did into the correct order. Discuss what they did at each stage and consider how they would instruct someone else to do it. Plan what they might write for each picture, saying each sentence out loud to make sure it makes sense.  Model this using IWB. Before writing, give their instructions a title, for example, ‘How to make a…’ Ask children, ‘What would you tell someone to do first? Second?’ and so on, modelling their sentences as they say them out loud. Highlight the use of ‘bossy’ verbs when starting a sentence.  **Write a sequence of connected events, in an appropriate and, in some cases, linked to their own experience.**  **Say out loud what they are going to write about.**  Use the pictures to write a set of instructions in their own words for ‘How to make a…’ Make sure each of their sentences starts with a ‘bossy’ or imperative verb.  Remind children to say out loud what they are going to write to make sure their sentences make sense and are in the right order. | **Talk about their writing with the teacher or a partner.**  **Discuss what they have written with the teacher or other pupils.**  Use their imaginations to create a brand new celebration food and write instructions to make it. Plan their ideas with an adult or writing partner. Format using presentation software and add an illustration using a graphics package such as Paint.  Children could take their new celebration recipes home and make them with parents and carers. Ask parents and carers to talk to the children about their ideas, adding additional instructions in, where needed, to be able to create a real product. Let’s see what comes back to school on Monday!  Carnival time… get ready to celebrate! Our class is going to hold a fantastic carnival to welcome the coming of spring… or summer… or autumn… or winter!  Our carnival parade needs to be ready to share with parents, carers, friends and the community by the end of the week.  We better get started – there is lots and lots to do!   * Let’s decide what we would like to celebrate and explain why. What time of year is it? * Let’s look at cards and other gifts sent at this time of year… Do they give you any ideas about things you could make? Maybe we could visit a festival or event to help us with our ideas? * How about designing and making a mask to wear at the carnival. Make sure your design uses the colours of the season! * Let’s decide what music and songs we’ll play and sing at the carnival. Better start practising – we’re going to have a big audience! * Where will our carnival parade travel? Can you draw a map of the route it will take? * Let’s make some fancy invitations for our carnival. Remember to put the time, the date and the venue on them. * We could create a simple dance to perform at the carnival. Can you do the steps in time with each other? * Let’s get dressed and ready to go! Vamos everybody! Let’s get ready to party! |
| Guided Reading | **Recite by heart, in order, a simple poem or rhyme.**  **Learn to appreciate rhymes and poems, and to recite some by heart.**  Read poetry on a carnival theme, spotting the words that rhyme. Then, read carnival-themed word cards and use these to create three, four or five word pairs. List these together to make a very simple free verse.  Children might choose the words: red, feathers, drumming, drums, dancing and party. They then might choose to pair their words as follows: Drums drumming Party dancing Red feathers. Children can play around with their word cards to find the best combination. Provide plenty of words to make it fun! | **Listen with concentration to books and discuss what they have heard.**  **Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.**  Listen to the Brazilian legend of Victoria regia, available on **The Hub**, talking about what happens in the story using pictures to aid recall. Sequence the story’s events using pictures or sentence cards.  Children could respond to the story through their own drawing or free writing activities. Perhaps provide pictures of the beautiful Victoria regia water lily for children to draw. They will be amazed by the size of its huge leaves! | **Listen with concentration to books and discuss what they have heard.**  **Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.**  Listen to and read a range of non-fiction books on the theme of football (the Brazilian national sport!) and other sports. Talk about what they can see and read, considering features of these books such as the contents page, glossary, index and chapters.  Encourage the children to start with the pictures, then make simple notes about key words and phrases, page references and headings about a chosen sport to use in their writing. | **Explain their understanding of what they have read or listened to.**  **Check that the text makes sense to them as they read and correct inaccurate reading**  Read recipes for a range of celebration and street foods served at either the Rio or Notting Hill Carnival. Discuss the features of recipes and how they are set out. Read the ingredients listed on different recipes and match these to ingredients provided on the table by reading labels on tins and packets. Are there any ingredients missing?  Street foods could include pizzas, chicken wraps and jerk chicken for Notting Hill and Brazilian beijinho de coco (little coconut kisses!) or quindim (the most popular dessert) made of egg yolks, ground coconut and sugar. Other famous Brazilian desserts served at the carnival include brigadeiros which are chocolate bonbons made from condensed milk and chocolate powder. |  |
| Science | **Materials**  **Year 1**  **There are different materials.**  **Materials have describable properties.**  **Different materials have different properties.**  **Materials can be changed by physical force (twisting, bending, squashing and stretching).**  **Use simple equipment provided.**  **Use a simple source to find answers**  **Talk about the investigation / enquiry being carried out and discuss what they have found out**  **Use photographs / diagrams to record answers to how/why questions**  **Discuss and compare with peers what happened and what they found out**  **Year 2**  **Materials have describable properties.**  **Different materials have different properties.**  **Materials can be changed by physical force (twisting, bending, squashing and stretching).**  **Sort things into groups according to own criteria and choose a title for sorting**  **Perform a simple test**  **Ask a simple question and consider how that question could be answered**  **Discuss / talk about their investigations**  **Use scientific vocabulary when making comparisons**  **Talk about their findings using the science vocabulary related to the key concept**  **Use diagrams, photos, pictures to show findings in a simple form**  **Pre-investigation tasks**  Search the classroom for to find objects made from glass, plastic, rock and wood – write their names under those headings. If you don’t recognise an object’s material write its name under a heading called other. Share what you found with the class. Can you work together to identify the unknown materials? Were the objects made from one or more materials?  Choose a mystery object and hide if from your partner. Get them to ask questions about the object and answer them honestly. Can they guess what it is? Swap role and play again. Think about what questions you could ask: what shape is it? is it made from one material? What does the object do?  Shake a pair of maracas or a shaker and listen to the sound. Is it loud or quiet? What are the maracas made from? What might be inside that makes that noise? | | **Materials**  **Year 1**  **There are different materials.**  **Materials have describable properties.**  **Different materials have different properties.**  **Materials can be changed by physical force (twisting, bending, squashing and stretching).**  **Use simple equipment provided.**  **Use a simple source to find answers**  **Talk about the investigation / enquiry being carried out and discuss what they have found out**  **Use photographs / diagrams to record answers to how/why questions**  **Discuss and compare with peers what happened and what they found out**  **Year 2**  **Materials have describable properties.**  **Different materials have different properties.**  **Materials can be changed by physical force (twisting, bending, squashing and stretching).**  **Sort things into groups according to own criteria and choose a title for sorting**  **Perform a simple test**  **Ask a simple question and consider how that question could be answered**  **Discuss / talk about their investigations**  **Use scientific vocabulary when making comparisons**  **Talk about their findings using the science vocabulary related to the key concept**  **Use diagrams, photos, pictures to show findings in a simple form**  **Explaining the investigation**  Make sure each group has five of the same type of container. Objects and materials children could place inside the containers include water, glass, marbles, metal screws, wood shavings or blocks, plastic toys, buttons or milk bottle tops, stones, socks.  Display the method on an interactive whiteboard and help children follow the instructions. Model what they should do first. Place all the materials on the table for the children to explore, allow them to pick five to place in their containers. Talk about fair test, putting the same about of material in each container. Write a prediction first. | | **Materials**  **Year 1**  **There are different materials.**  **Materials have describable properties.**  **Different materials have different properties.**  **Materials can be changed by physical force (twisting, bending, squashing and stretching).**  **Use simple equipment provided.**  **Use a simple source to find answers**  **Talk about the investigation / enquiry being carried out and discuss what they have found out**  **Use photographs / diagrams to record answers to how/why questions**  **Discuss and compare with peers what happened and what they found out**  **Year 2**  **Materials have describable properties.**  **Different materials have different properties.**  **Materials can be changed by physical force (twisting, bending, squashing and stretching).**  **Sort things into groups according to own criteria and choose a title for sorting**  **Perform a simple test**  **Ask a simple question and consider how that question could be answered**  **Discuss / talk about their investigations**  **Use scientific vocabulary when making comparisons**  **Talk about their findings using the science vocabulary related to the key concept**  **Use diagrams, photos, pictures to show findings in a simple form**  **Summarising learning**  Ask the children to:  Label each container with the name of the material it contains.  Write down their materials and containers in order, from quietest to loudest.  Swap shakers with another group and repeat the shaking, listening and ordering  Compare their order with the other group’s order and identify similarities and differences.  Identify which materials made the loudest and quietest sounds.  Wy do they think a particular material made the loudest/ quietest sounds? |
| Arts and Design | **Describe the sensory properties of a range of different materials and decide which ones to use when making something.**  **Use a range of materials creatively to design and make products.**  Use coloured feathers to make a headdress for a samba parade. Choose a variety of different colours and sizes to stick onto a card band. Measure the size of their own heads and decorate their card bands with jewels, sparkling glitter and beads.  Provide children with lots of colourful pictures or actual headdresses for inspiration. Materials for making could include pre-coloured craft feathers, coloured papers to make their own feathers, plastic beads, sequins and gold and silver glitter! | **Describe the sensory properties of a range of different materials and decide which ones to use when making something.**  **Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.**  Explore the colours and textures of carnival through collage. Choose from a range of materials including ribbons, feathers, sequins, coloured and glittered net, different coloured and metallic papers. Tear, cut and stick papers to create a colourful Rio collage.  Collages can be abstract and simply sewn or glued to fabric or paper bases. | **Draw a simple picture of an intended design with basic labelling.**  **Design purposeful, functional, appealing products for themselves and other users based on design criteria.**  Learn about Brazilian percussion instruments and produce some of their own. Decorate them using vibrant carnival colours. Research the instruments online and listen to the different sounds they make, then create their very own samba band!  Ideas might include: tams, pots, pans and wooden spoons make excellent tams; agogos, metal containers of different sizes would make amazing agogos; and shakers, yoghurt pots or tin cans filled with small hard objects and taped across the top make brilliant shakers! | **Describe the sensory properties of a range of different materials and decide which ones to use when making something.**  **Use a range of materials creatively to design and make products.**  Make a seasonal celebration card to give to someone special. Use colours or themes from the season to decorate and perhaps write a seasonal rhyme or verse inside.  Make a seasonal celebration card to give to someone special. Use colours or themes from the season to decorate and perhaps write a seasonal rhyme or verse inside.  **Talk about their own and others’ work identifying strengths or weaknesses.**  **Evaluate their ideas and products against design criteria.**  Make celebratory cakes such as the Brazilian ‘beijinhos de coco’ or ‘quindim’. Compare in a taste test with more familiar celebratory cakes such as a birthday Victoria sponge or a Christmas cake. Follow the recipes, then taste the cakes and score them on a tastiness scale of 1-10!    Recipes for traditional Brazilian cakes and puddings can be found on **The Hub**. Take digital photographs of each stage of the baking so that children can use these in their writing. |  |
| R.E. | What is Shahadah and what does it mean to Muslims? | What are some of the names Muslims use for God to help them understand Allah better? | How can stories about Prophet show what Muslims believe about Mohammad? | How do Muslims put their beliefs about prayer into action? |  |
| History/ Geography |  | **NM**  **Identify the similarities and differences between the local environment and one other place.**  **Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.**  Look at a world map or globe to locate Brazil and its capital city, Brasilia. Look at pictures and maps of Brasilia: talk about its human features and think about what it might be like to live there. Compare with life in their own area.  Provide children with lots of images, photographs and maps for them to explore. |  |  |  |
| PSHE | **Take part in group play or conversations, recognising what they like/dislike.**  **Recognise that they belong to various groups and communities, such as family and school.**  Think about the different things people celebrate including events in their own lives. Make a list of all the celebrations or festivals they can think of and describe what happens at these special times. Find photographs of different celebrations using the web. Print out or copy and paste into another application for presentation.  Celebrations to think about could include personal ones such as birthdays, weddings and christenings; religious ones such as Christmas, Eid or Hanukkah; and seasonal celebrations, such as May Day and harvest festival. | **Take part in group play or conversations, recognising what they like/dislike.**  **Identify and respect the differences and similarities between people.**  Learn some phrases and greetings in the official language of Brazil, Portuguese, such as ‘oi’, ‘olá’, ‘bom dia’ (Hello) and ‘Adeus’ or ‘Tchau’ (goodbye) and ‘Como você está?’ (How are you?)  Practise phrases together, first listening to the correct pronunciation, then copying. Don’t worry, you will get better with practice! |  | **Take part in group play or conversations, recognising what they like/dislike.**  **Recognise that they belong to various groups and communities, such as family and school.**  Think about celebrations that link with the seasons. Make a list of all the seasonal celebrations we have and the traditions we follow. Talk about which celebrations they prefer and why.  Make seasonal collections and recipes linked to the time of year. You could choose Easter, Christmas, harvest or summer fayre! | **Take part in group play or conversations, recognising what they like/dislike.**  **Listen to other people, and play and work co-operatively.**  After taking part in their carnival, reflect upon the event with the help of photographs and videos taken on the day. Talk about what they did and how they felt during the festivities.  Ask the children to express how they felt taking part in the parade. Were they proud, nervous, happy or excited? |
| Music | **Listen to a piece of music, identifying if it is fast or slow, happy or sad.**  **Listen with concentration and understanding to a range of high-quality live and recorded music.**  Listen to the music of Brazil and see how many instruments they can hear (samba is mainly played with percussion instruments). Find out the dictionary definition of ‘percussion’ and then head off on a percussion treasure hunt around school and experiment playing the instruments they discover. Can they be played in more than one way to create different sounds? Play along to the samba music they have been listening to with percussion instruments.  Ask questions such as ‘How many percussion instruments did you find? Can you name every instrument? Where do you think this instrument originates from?’ You could download a selection of copyright free samba style music samples using Audio Network. | **Make sounds in different ways, including hitting, blowing and shaking.**  **Play tuned and untuned instruments musically.**  Explore a range of percussion instruments, counting the different sounds they can make. Answer the questions ‘How do you make the sounds? Can you make the sound softer and louder?’ Explain how the different sounds are made by either plucking, banging, shaking or blowing.  Ask children to explain, ‘Sounds I like’ and ‘Sounds I don’t like’. Children could use a sound recorder or Audacity to record sounds they make. Sounds could be saved and inserted into an interactive whiteboard flip chart. Children could listen to sound bites and arrange into groups. | **Sing with a sense of shape and melody.**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes.**  Write a class song to a well-known tune to describe a Brazilian mythical character and their special features – perhaps Saci Perere or Curupira?  He’s Got the Whole World in His Hands is a great starting point for this activity… ‘He’s got red hair… and green teeth!’ | **NM**  **Sing with a sense of shape and melody.**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes.**  Listen to and sing songs associated with seasonal celebrations. Choose from a range of percussion instruments to accompany them. Describe how our traditional songs and music compare with the sounds and songs from Brazil.   Warm up by playing ‘Stop/go’ games that encourage the children to listen attentively and respond appropriately. Use words like louder, softer, faster, slower to change the sound of their singing, or use simple conducting so no words are needed. Agree on actions for different commands, for example, arms wide for ‘loud’, hands together for ‘quiet’. |  |
| P.E. | **NUFC**  **Dance / Swimming**  **Create simple movement patterns, showing awareness of rhythm.**  **Perform dances using simple movement patterns.**  Listen carefully to samba music as played at the Rio de Janeiro carnival. Experiment with ways of moving their body to its rhythms. Practise shaking, wiggling, stepping, skipping, twisting and turning. Can they move to the beat?  Warm up by clapping out the rhythm or simply moving their feet to the beat! Encourage the children to work in pairs to copy each other’s movements. Add to the excitement by providing ribbons, streamers and shakers! | **NUFC**  **Dance / swimming** | **NUFC**  **Dance/ swimming** | **NUFC**  **Dance** |  |
| ICT |  |  |  |  |  |
| Other activities |  |  |  | **Recognise and name common 2-D shapes, including: rectangles, squares, circles and triangles in different orientations and sizes and fluently relate them to everyday objects.**  **Recognise and name common 2-D shapes (e.g. rectangles (including squares), circles and triangles).**  Use a range of 2-D shapes to make repeat patterns on strips of paper or ribbon. Plan their designs choosing and describing shapes and planning how to create a repeat pattern using either shape or colour – or maybe both!  Take their strips or ribbons outside to play in the wind! Experiment with them, making different shapes, patterns and movements. Use appropriate software to copy and paste shapes to create a repeating pattern. |  |

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