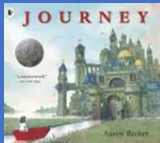
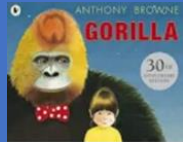


English



- Predictions
- Descriptions
- Postcards
- Newspaper article
- Story boards
- Re-write the story.
- Playscripts
- Posters
- Travel diary.

KS1 - Summer 2 Overview

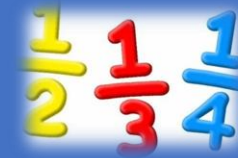
Journeys!

What types of journeys do we go on?



Maths

- Number – fractions.
- Measurement – Mass, capacity, temperature



Computing

- Grouping
- Sorting
- Spreadsheets



PSHE

No way through isn't true!

- Road signs
- Ways to say
- Rainbows from rain
- Imagine a bright future
- Energy detectives
- Reflection



Science

Year 1 - Seasons

Year 2 - Characteristics all living things share. Living, dead, and things that have never been alive. Animals and their habitats. Describe how animals obtain their food from plants and other animals. Simple food chain. Identify organisms as producers, consumers or decomposers. Invertebrates in micro-habitats. Complete a wildlife survey. Understand how living things are adapted to their habitats.



Geography

- Aerial map to show journey we've taken.

PE

- Athletics
- Ball skills and throwing
- Rolling games
- Bullseyes!
- Moving targets
- Throwing golf



RE



God - What do Christians believe God is like?

- Christians believe in God, and that they find out about God in the Bible.
- Christians believe God is loving, kind, fair and forgiving, and also Lord and King.
- Some stories show these Christian beliefs.
- Christians worship God and try to live in ways that please him.

Design & Technology

A bag for your journey

- Design your bag.
- Learn how to sew a bag.
- Decorate your bag.
- Evaluate your bag.



History

- Exploring modes of transport across time (bikes, cars, trains, planes, ships)



KS1 – Summer 2 – Objectives – Journeys!

English

Year 1 - •To accurately spell most words containing the 40+ previously taught phonemes and GPCs •To spell some words in a phonically plausible way, even if sometimes incorrect. •To apply Y1 spelling rules and guidance such as adding -s and -es to words, adding the endings -ing, -ed and -er, adding -er and -est •To say out loud what they are going to write about. •To compose a sentence orally before writing it. •To sequence sentences to form short narratives. •To reread their writing to check that it makes sense and to independently begin to make changes. •To use several simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. •To start to engage readers by using adjectives to describe. •To use simple sentence structures. •To use the joining word (conjunction) 'and' to link ideas and sentences. •To begin to form simple compound sentences. •To use capital letters for names, places, the days of the week and the personal pronoun 'I'. •To use finger spaces. •To use full stops to end sentences •To begin to use question marks and exclamation marks.

Year 2 - •To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones. •To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly •To spell more words with contracted forms •To write narratives about personal experiences and those of others (real and fictional). •To write about real events. •To write simple poetry. •To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary •To encapsulate what they want to say, sentence by sentence. •To make simple additions, revisions, and corrections to their own writing by evaluating their writing with the teacher and other pupils. •To proofread to check for errors in spelling, grammar, and punctuation (e.g., to check that the ends of sentences are punctuated correctly). •To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. •To use the present tense and the past tense mostly correctly and consistently. •To form sentences with different forms: statement, question, exclamation, command. •To using co-ordination (or/and/but). •To use some subordination (when/if/ that/because). •To use expanded noun phrases to describe and specify (e.g., the blue butterfly)

Maths

Y1 - • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity • compare, describe and solve practical problems mass/weight and capacity and volume. • measure and begin to record mass/weight and capacity and volume.

Y2 - • recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ • choose and use appropriate standard units to estimate and measure mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order mass, volume/capacity and record the results using >, < and =

Science

Year 1 - • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies.

Year 2 - • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including microhabitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

PE

Year 1 – Throwing • Throw into targets • Perform a range of throwing actions e.g. overarm and underarm • Explain a successful throw.

Year 2 – Throwing • Describe different ways of throwing • Can throw a variety of objects, changing their action for accuracy and distance as required.

RE

- Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him.

Year 1 - • Suggest a meaning for some Jewish and Christian symbols. (K2) • Tell the story of the Lost Son from the Bible simply and recognise a link with the concept of God as a forgiving Father. (K2) • Give clear, simple accounts of what the story means to Christians. (K2) • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. (S2) • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. (S2) • Think, talk, and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. (E2)

Year 2 - • Tell the key points of the story of Jonah from the Bible and recognise a link with the concept of God. (K2) • Give clear, simple accounts of what the text means to Christians. (K2) • Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh. (S2) • Give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art. (S2) • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. (E2-3)

History

- Begin to identify different ways to represent the past •Discuss, ask, and answer questions about old and new objects. •Sequence pictures from different periods •Begin to describe similarities and differences in artefacts and pictures from the past and present •Sequence a collection of artefacts, pictures, and events from a period in history studied

PHSE

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • that mental wellbeing is a normal part of daily life, in the same way as physical health.
- think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals • about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings • how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' • how they can contribute to the life of the classroom and school • what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)

Design & Technology

- Design products that have a purpose and are aimed at an intended user •Explain how their products will look and work through talking and simple annotated drawings •Begin to create their design using basic techniques. •Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations. •Use basic sewing techniques •Start to evaluate their product through discussion, comparisons, and simple written responses as to how well it works in relation to the purpose/design criteria. •Evaluate their work against their design criteria

Computing

- To sort items on the computer using the 'Grouping' activities in Purple Mash. • To bring together logical thinking and the use of technology. • To introduce the term 'algorithm' to describe logically following a process • To sort items on the computer using the 'Grouping' activities in Purple Mash. • To bring together logical thinking and the use of technology. • To introduce the term 'algorithm' to describe logically following a process • To understand what a spreadsheet is used for. • To understand what a spreadsheet looks like. • To be able to navigate around a spreadsheet and enter data. • To learn new vocabulary related to spreadsheets. • To add different types of images to a spreadsheet. • To use images as calculation aids. • To use the 'move cell' tool to make images draggable • To use clipart images in a spreadsheet. • To assign values to images. • To use assigned values in calculations. • To use 2Calculate totalling tools. • To use 2Calculate to solve a simple puzzle