

## Religious Education

### Ascension and the Pentecost

- Listening to the stories of Ascension and Pentecost.
- Exploring the symbolism of the Holy Spirit.

## Maths

- Measurement.
- Time – ordering and telling the time.
- Word problems.
- Reasoning skills.
- Practise and revision of key skills.
  - Multiplication.
  - Addition.
  - Subtraction.
  - Division.
  - Times tables.

## Physical Education

- Team games
- Sports day activities.

## Spanish

- Holidays.
- The plant pot story.

## Music

- Glockenspiel Stage 1

## PHSE

- Sea creature (puppet story).



## Summer Term The Beach

## English

### **The Lighthouse Keeper's Lunch Gracie the Lighthouse Keeper's Cat. Grace Darling (non-fiction).**

- Narrative – newspaper reports linked to history topic. .
- Poetry.
- Instructions for making a lighthouse Keeper's lunch.

## Computing

- E-Safety.
- How to protect yourself online.
  - Being a good e-citizen.

## Geography & History

### **Key question; how do we stay safe at the seaside?**

- The 4 countries of the United Kingdom.
- Coastline and beaches.
- Study of the life and story of Grace Darling (see English for key texts).

## Science

### **Animals including humans.**

- Identify and name a variety of common animals found around us.
- Structure of a variety of common animals.
- Identify, name and label the parts of the human body.

## Design Technology

- Design and making a lunchbox (hinges).
- Look at what makes a good lunchbox.
- Use knowledge of materials to choose suitable materials for our product.

## Year 1 & 2 Medium Term Outline Planning – Summer Term

<b>KEY QUESTION; How do we stay safe at the seaside?</b>	<b>The Lighthouse Keeper's Lunch by Ronda Armitage</b> <b>Gracie the Lighthouse Keeper's Cat.</b> <b>Grace Darling (non-fiction).</b>
PE, Music, PSHE and FML are fixed themes throughout the year although links will be made where relevant (see Curriculum Map).	
<b>As Geographers we will:</b>	<ul style="list-style-type: none"> <li>• Continue to increase knowledge of 4 countries of the United Kingdom.</li> <li>• use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• 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.</li> </ul>
<b>As Historians we will;</b>	<ul style="list-style-type: none"> <li>• Study events beyond living memory that are significant nationally or globally</li> <li>• Study the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>
<b>As Writers we will:</b>	<b><i>Writing newspaper reports.</i></b>

<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>• Spell correctly.</li> <li>• Punctuate accurately.</li> <li>• Write with purpose.</li> <li>• Use imaginative description.</li> <li>• Organise our writing.</li> <li>• Develop sentence styles.</li> <li>• Analyse our writing.</li> </ul>	<p><b><i>Instructional writing.</i></b></p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
<p><b>As Mathematicians we will:</b></p> <p>Know and use numbers. Add and subtract. Understand the properties of shape. Describe position, direction and movement. Use measures.</p>	<p>See calculation policy for detailed learning objectives.</p> <p>Objectives will be determined by progress and requirement as defined by Assessment for Learning throughout the year.</p>

<b>As spiritual thinkers we will:</b> <ul style="list-style-type: none"> <li>• understand beliefs and teachings.</li> <li>• understand practices and lifestyles.</li> <li>• understand how beliefs are conveyed.</li> <li>• reflect.</li> <li>• understand values.</li> </ul>	<b><i>The story of ascension and Pentecost</i></b> <ul style="list-style-type: none"> <li>• listening to and being able to retell the stories of the events of the Ascension and Pentecost</li> <li>• Exploring the symbolism and power of the Holy Spirit</li> <li>• Opportunity for a brief discussion about heaven</li> <li>• If possible take part in an act of collective worship or church service celebrating that Pentecost is the Church's birthday.</li> </ul>
<b>As Scientists we will:</b> <ul style="list-style-type: none"> <li>• ask simple questions and recognise that they can be answered in different ways</li> <li>• observe closely, using simple equipment</li> <li>• perform simple tests</li> <li>• identify and classify</li> <li>• use observations and ideas to suggest answers to questions</li> </ul>	<b>Animals including Humans</b> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals.</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>
<b>As designers we will;</b>	<b><i>Design and build a lunchbox;</i></b> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles</li> </ul>

	<p>and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
<p><b>Using ICT we will:</b> E-Safety</p>	<ul style="list-style-type: none"> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>