

## English

Core Text: Anna Hibiscus

Author: Atinuke

Genre: Fiction

Main Extended Writing Outcome: Story and Instructions

### Key Skills

Reading comprehension skills revisited; listen to, discuss and express views including links to their own experiences. Exploring the text through book talk, drama & role play and creative activities.

Writing in role through postcards, exploring poems and information booklets.

SPAG Y1; Capital letters for names and for the personal pronoun I as well as an emphasis on the use of question marks.

Sequencing sentences to form short narratives

SPAG Y2; Apostrophes to mark where letters are missing in spelling as well as demarcating sentences with a focus on question marks.

Ensuring the correct tense (past/present) is used.

Spelling - applying phonics rules taught to their writing.

Handwriting-form letters correctly, confidently and at an appropriate size.

Reread and evaluate writing to check it makes sense and make simple revisions

## Geography - Seaside Locations

**Knowledge: Key features of seaside locations**

**Concepts: Location and Place, Cause and Effect**

**Planning and decision making**

**Skills: Using an atlas, reading maps and photographs.**

### **NC Locational Knowledge**

- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

### **NC Human & Physical Geography**

- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

### **NC Geographical Skills & Fieldwork**

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe location of features and routes on a map

## Art

### Continued due to STEM Fortnight:

Artist –Georges Seurat

Genre – Printing

### Key Skills

#### **Skills:**

Using Pointillism to create shapes.

Using circle printing of a variety of size and colour for impact.

Using tools to create effective shapes.

Exploration of dabbing and two tone colours for effect.

Each child will:

The children will explore George's work, then explore the use of dabbing and two tone colours for effect.

After that they will plan, create and evaluate a final piece taking inspiration from the work of Georges Seurat and the seaside.

## Mathematics

Units -Shape, Time, Measurement, Position and direction

### Key Skills

Year 1: Recognise and name 2D and 3D shapes

Know the days of the week and months of the year.

Tell the time to the nearest hour and half hour.

Sequence events in order

Compare, describe, measure and solve problems for mass, capacity and volume (Year 1 and 2)

Describe position and direction (year 1 and 2)

Year 2:

Identify and describe properties of 2D and 3D shapes as well as identifying vertical lines of symmetry.

Compare and sort common 2D and 3D shapes.

Tell the time to the nearest quarter hour (challenge – 5 minutes).

Compare and sequence intervals of time.

## **Curriculum Overview**

### **Summer Term 2**

#### **Year 1/2**



## Other

**Computing** – Creating and exploring pictograms

**RE** – What makes some places sacred to believers?

Looking at special places and objects including places of Worship

**P.S.H.E.** – Year 1- how can we look after each other and the world? Year 2: How do we recognise our feelings.

**Music** – Reflect, rewind and replay

**PE** – Athletics, Cricket and Commando Joes

## Science

### Unit

Plants

### Key Skills

In this unit children learn about the structure of plants and trees and what they need to grow well. They will engage in a variety of activities including identifying common plants and trees in the garden and in the wild, sorting deciduous and evergreen leaves, and creating labelled plant pictures. Children will plant their own bean in and observe it closely over the unit by measuring and recording its growth.

### Special Events / Visits

Jubilee Celebrations

Whole School Beach Visit