

### English

- THE POWER OF READING unit using Claude in the City (Alex T Smith)

#### Overall Aims

- Explore a high-quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas
- Engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text
- Explore themes/issues, develop/sustain ideas through discussion, so children make connections with own lives
- Develop creative responses to the text through drama, poetry, storytelling and artwork
- Write in role to explore/develop empathy for characters

#### Key Skills

- practise and refresh skills in reading comprehension, spelling, handwriting and writing composition; looking at the features of fiction, non-fiction as well as poetry.
- expanding knowledge of SPAG
- develop vocabulary
- refine the planning/proof-reading process when writing

### Geography

#### **Me and My Town**

In this unit the children will learn about their local town and why people came to settle here. The children will engage with their local town, Riding Mill and identify the current landmarks within it whilst also investigating the physical features that made Riding Mill a good location for early settlers. Children will explore their town environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork.

#### Key Skills

- use simple compass directions and locational and directional language to describe the location of features and routes on a map
- use simple fieldwork and observational skills to study the geography of their town and the key human and physical features within the town

### Art

- Artist – Andy Goldsworthy
- Genre – Sculpture/Outdoor Art

#### Key Skills

- Understanding 2D/3D in terms of painting/sculpture
- Investigate range of materials to form and recreate simple structures
- Explore natural objects such as leaves, rocks, sticks, flowers, grass etc in repetitive patterns.

#### Each child will produce:

- A clay sculpture of a natural object.
- Line drawings of natural objects.
- Natural material collages and patterns.

### Mathematics

#### **READY TO PROGRESS UNITS (DfE)**

This term we will focus on the most important conceptual knowledge and understanding that pupils need as they progress onto the next stage of school.

#### Key Skills

##### YEAR 1

- Number and Place Value
- Number Facts
- Addition and Subtraction
- Geometry

##### YEAR 2

- Number and Place Value
- Number Facts
- Addition and Subtraction
- Multiplication and Division
- Geometry

### Science

- Seasonal Change – Spring to Summer (continued)

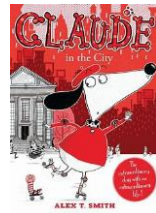
#### Key Skills

- Observe changes across the 4 seasons in context of weather, clothing and trees.
- Observe and describe how day length varies in context of spring to summer.
- Observe and describe weather associated with the 4 seasons.
- Gather and record data to help answer questions by analysing weather, temperature, rainfall and wind direction.
- Explore how to stay safe in the sun.

### **Curriculum Overview**

#### **Summer Term 2**

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



## RE

### **Who am I? Where do I belong?**

In this unit, children will combine teachings from a range of key religions. They will discuss the different groups they belong to and how they know this. They will talk about why belonging is important. They will find out about some symbols of belonging used in Christianity, Judaism and Islam. Exploring welcome ceremonies in different religions will deepen the children's understanding of the symbols that represent belonging to these faiths. Reading the story of The Lost Sheep they will discuss the idea that everyone is valuable. They will explore how people show love for each other and compare the promises made during wedding ceremonies across the religions studied. They will conclude their learning by finding out how different community and faith groups come together to support each other at different times of need

## Music

We continue to use the charanga scheme in class where we will be following the unit 'Friendship'. We will look at pulse and rhythm and pitch in different styles of music. We'll be returning to the glockenspiels to learn to play a simple tune building on this each week. We will continue to critique the song of the week talking about what we like and dislike, showing respect when other people have a different opinion. We will continue to identify the different parts of compositions using specific vocabulary such as instrumental solo, verse and chorus.

On a Thursday afternoon Mr Reed will continue to teach ukulele.

## PSHE

### **How can we look after each other and the world? -Y1**

We will be thinking about how to look after our friends as well as the environment. This unit supports our year The children will become class buddies to support friendships within the class. We will discuss how to stay safe within our friendships and discuss how to seek help when things go wrong. This learning will form part of our relationship's education in school. If you have any questions about this please come and speak to me.

### **How do we recognise our feelings? -Y2**

This term's unit explores feelings and how we show our feelings. We will explore the different feeling we may experience and as well as looking at how those feelings can be expressed in different people. We will discuss what techniques we can use to handle big feelings and who to talk to when we don't know how to manage a feeling.

### **How you can help!**

- Book bags to be brought to school everyday
- Read daily at home with your child
- ebooks available [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)
- Keep up to date via parentmail, school website and twitter
- Practice the year 1 common exception words (the words we are focussing on will be in homework books)
- Practice weekly spellings/phonic sounds

## **Computing**

This half term the children be using a programme on Purple Mash called 2code. The children will also have access to the iPads within the classroom. They will be used to support learning across a range of subjects.

## Special Events / Visits

- Cricket festival
- End of Term celebrations
- Sports Day/Transfer Day
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