

### 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

### 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)

In response to the impact of COVID-19, the DfE published guidance for schools. 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

### History

#### **Riding Mill Then and Now: Local Area Study**

**Knowledge: history of the local area, facts and events relating to their own locality**

**Concepts: Chronology, Continuity and Change, Historical Evidence**

**Skills: Reasoning and explaining, Enquiry and use of evidence**

### National Curriculum

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

## **Curriculum Overview**

### **Summer Term 2**

### **Year 1/2**



### Other

### Key Skills

- **Outdoor Learning** – ongoing opportunities
- **Computing** – Unit 1.7 Coding, Unit 2.1 Coding
- **P.S.H.E.** – WIDER WORLD How can we look after our world? How do we recognise feelings?
- **Music** - Recorder Lessons
- **PE** – Tennis coaching, Cricket and Rounders
- **RE** – Who Am I? What does it mean to belong?

### 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.

### Special Events / Visits (COVID permitting)

- Visit to Shipley Art Gallery
- End of Term celebrations
- Sports Day/Transfer Day

**Thankyou for your support**