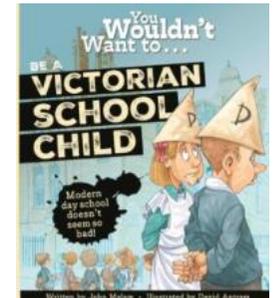
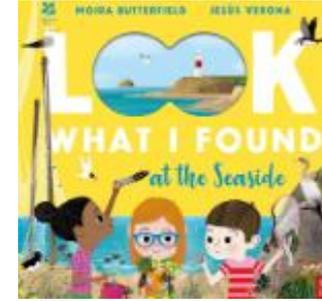
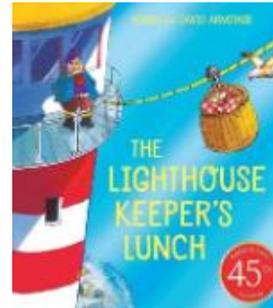
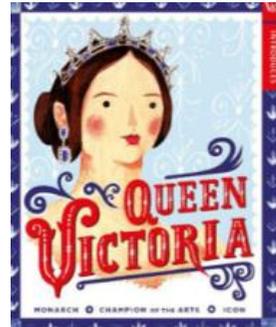
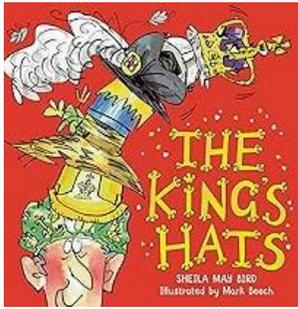


Summer 2:

Texts:



Home learning:

- Read at least 4 times a week at home (Reading record to be signed by an adult).
- Spelling (Yr 1 and 2)
- TT rockstars (Yr 1 and 2)
- Active learn phonic activities (Reception)

Literacy: Fact file, story, poetry and leaflet

Maths: Year1 and 2 – Money, fractions, time, Mass and capacity and position and direction **Reception:** To 20 and beyond, How many now and Manipulate, compose and decompose

Subject:	Subject topic:	Topic specific vocabulary:	Sticky knowledge / skills:
Science Yr2	Feeding and exercise	<ul style="list-style-type: none"> - Water, food, air - Food chain - Predator - Prey - Exercise - Balanced diet - Hygiene - Food groups 	<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>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.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Identifying and classifying.</p> <p>Performing simple tests.</p>

		<ul style="list-style-type: none"> - Fair test - data - food groups 	Gathering and recording data to help in answering questions.
Science Yr1	Parts of animals	<ul style="list-style-type: none"> - Human body parts - Animal body parts - Fish, amphibian, reptile, birds and mammals - Pets, wild - Fair test - data 	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Observing closely, using simple equipment. Performing simple tests. Identifying and classifying.
Understanding the World Reception	Forest school		Continued development of tool work and fires. Exploring the sensory landscape of summer - smells, colours and shapes - using the Sensory Cards .Exploring leaves - the shapes and forms and identifying the native trees on site. Mini beast identification - using a focus on number of legs. No legs ; snails and worms; 6 legs true insects eg. bees, flies, beetles and butterflies; 8 legs - spiders and harvestmen; many legs - millipedes, centipede and woodlice.
RE Yr1 and 2	Who is a Muslim and what do they believe?	<ul style="list-style-type: none"> - Muslim - Believe - Belief - Qu-ran - Islam - Prophet - Prophet Muhammad - Eid-ul-Fitr - Ramadan - celebrate 	Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Find out about and respond with ideas to examples of cooperation between people who are different
RE Reception	Why is the word God so important to Christians? (God/Creation)	<ul style="list-style-type: none"> - God - Christian - Christianity - Creation - Important - Special - Unique - Religion 	Talk about the idea of God and be able to recall the Creation story. Children will explore making and creating to discuss how God might have felt when he created the world. Children will start to link different aspect of the Christian religion such as, Bible, God, Jesus, Creation story, church etc...

		- Bible		
History Reception	Seaside holidays in the past.	<ul style="list-style-type: none"> - Seaside - Ocean - Sea - Cliffs - Seagull - Hotel - Aboard - UK - Transport - Past 	<ul style="list-style-type: none"> - Ice cream - Sun cream - Sand - Rock pools - Holiday - Carvan - Shalla - passport 	Children will start by sharing their experience of a seaside holiday they have had. Children will then begin to look at seaside holidays of the past and pick out similarities and differences. We will also look at what the seaside is and key words. Children will then be able to share how seaside holidays have changed over time.
History Yr 1 and 2	Events beyond living memory - Kings and Queens Who is Queen Victoria?	<ul style="list-style-type: none"> - Kings - Queens - Monarch - Royalty - Quenn Victoria - Victorian 		Children will learn about events and people beyond living memory such as, Queen Victoria. Children will explore the Victorian era and compare to 2026. Children will explore the passing of time and changes that have happened. Children will have explored timelines and understand them.
Geography				
PE	Invasion games	<ul style="list-style-type: none"> - Teamwork - Invasion games - Being part of a team 		<ul style="list-style-type: none"> Teamwork Remembering a set of rules for invasion games Being supportive Taking part Being active within the game
Art	Simple print making	<ul style="list-style-type: none"> - Plate - Print - Negative/positive - Sequence - Symmetry - Intention - Multiples - Colour 		That we can make a “plate” from which to “print” That there is a relationship between plate and print: e.g. negative / positive. That we can use print to create “multiples”. That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention. Exploring colour mixing.

		<ul style="list-style-type: none"> - Texture - Colour mixing 	
DT		-	-
Computing Reception	General skills	<ul style="list-style-type: none"> - Laptop - Mouse pad - Keyboard - On / off button - Screen - Keys - Browser/google/chrome/edge - Username - Password 	Continue to work with children so they are confident to open and turn on a laptop and log in.
Computing Year 1 and 2	Coding	<ul style="list-style-type: none"> - Program - Algorithm - Collision - Event - Function - Button - Debugging - testing 	<ul style="list-style-type: none"> - To create a computer program using an algorithm. - To understand ways that the collision detection event can be used in a program. - To design a program that follows a timed sequence. - To understand that different objects have different attributes (properties). - To understand the function of button objects in a program. - To understand the importance of testing and debugging.
Music	Patterns with pitch – exploring pitch and melody	<ul style="list-style-type: none"> - Pitch - Melody - Octobass - Piccolo - Timbre - Performing - Graphic notations - Percussion - Pentatonic scale 	Children will be exploring pitch and melody . From the octobass to the piccolo , they will find out about a variety of instruments and learn to describe their pitch and timbre . They will play simple listening games and recall a pitch sequence, recognising where the pitch gets higher, lower or stays the same . Through a range of songs, they will develop their pitch-matching skills , performing them with actions and movement. They will learn to use their voices creatively, creating sounds to match graphic notations such as vocal story maps and pipe-cleaner notation. They will play simple melodies using tuned percussion and be introduced to the pentatonic scale with songs such as <i>Just Five Notes</i> . They will finish the term by preparing songs and music for a class performance .

PSHE	Growing up	<ul style="list-style-type: none"> - Change - Growing up - Baby, toddler, child, teenager, adult, elderly - Penis - Vagina - Nipples - Breasts - Privacy - Physical contact - Young - Old - Uncomfortable - Unsafe 	<p>Identifying simple hygiene routines that can stop germs from spreading. Identifying feelings associated with change/loss. Recognising what makes them special. Talking about the ways in which we are all unique. Naming the main parts of the body including external genitalia. Explaining how people's needs change as they grow from young to old. Recognising and understanding the importance of respecting privacy. Identifying how to respond if physical contact makes them feel uncomfortable/unsafe. Understanding that there are situations when they should ask for permission. Recognising the importance of not keeping adults' secrets. Identifying what to do if they feel unsafe/worried for themselves or others. Recognising the ways in which they are the same/different to others.</p>
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