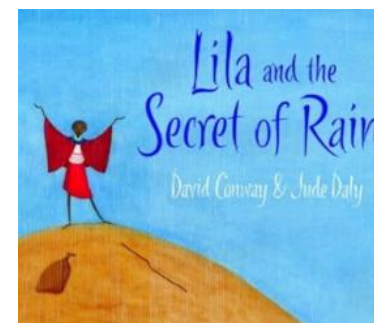
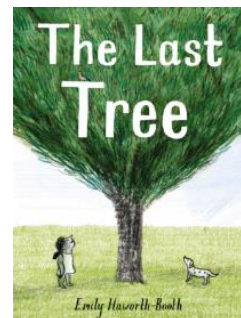
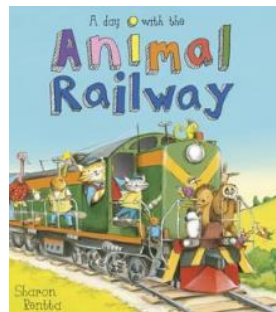
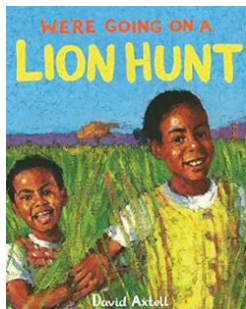


## Summer 2:

### Texts:

*We're Going on a Bear Hunt*  
Michael Rosen Helen Oxenbury



Carried forward from  
summer 1

### 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:** story, letter, poetry, leaflet, recount, persuasive writing

**Maths:** Yr 2: revisit units taught this year consolidation **Year 1:** Fractions, place value to 100, money **Reception:** consolidation of number, patterns, shapes, number bonds to 10

Subject:	Subject topic:	Topic specific vocabulary:	Sticky knowledge / skills:
Science Yr2	Use of materials	<ul style="list-style-type: none"> <li>- Absorbency</li> <li>- Classify</li> <li>- Properties</li> <li>- Flexibility</li> <li>- Type</li> <li>- Predicting</li> <li>- Testing</li> <li>- Results</li> <li>- Evaluating</li> </ul>	<p>In this unit children will name, identify and hunt for everyday materials including wood, metal, plastic, glass, rubber, brick, rock, paper, fabric and card. They will list properties of different materials such as hardness, strength, flexibility and shininess. They will learn that the properties of materials are important to the object they are made from. They will identify suitable and unsuitable materials for different objects and will be able to explain why.</p> <p>Working Scientifically, children will classify materials sorting them into groups in a variety of ways. They will use reference materials to find out some fascinating facts about a type of material. They will compare the strength of different types of paper predicting which will rip when pulled by their hands. They will learn what absorbency means and explore the absorbency of different types of materials. They will</p>

		<ul style="list-style-type: none"> <li>- Recording data</li> </ul>	examine different ways to record results and select an appropriate way to record the results of an investigation about waterproof materials. They will apply the findings from these investigations to design a nappy.
<b>Science Yr1</b>	Comparing materials	<ul style="list-style-type: none"> <li>- Physical properties</li> <li>- Variety</li> <li>- Compare</li> <li>- Similarities and differences</li> <li>- Working scientifically</li> <li>- Fair test</li> <li>- Measurements</li> <li>- Non-standard units of measure</li> <li>- Record</li> </ul>	<p>In this unit children will describe the physical properties of a variety of everyday materials. They will compare and group together a variety of everyday materials on the basis of their simple properties. They will describe the properties of different materials, for example wood, metal, plastic, rubber, fur, towelling, nylon, wool, sponge, cotton wool, paper, card, brick, ceramics and rock.</p> <p>Working Scientifically, children will ask questions related to the properties of materials. They will make close observations of the properties of these materials and group them according to similarities and differences. When carrying out simple comparative tests exploring different slimes, children will take simple measurements in uniform, non-standard units and record these.</p> <p>This unit builds on any work children have done in the Foundation stage where they have observed and handled different materials in their immediate environment.</p>
<b>Understanding the World Reception</b>	Forest school	<p>Continued development of tool work and fires</p> <p>Exploring the sensory landscape of summer - smells, colours and shapes - using the Sensory Cards</p> <p>Exploring leaves - the shapes and forms and identifying the native trees on site.</p> <p>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.</p>	
<b>RE Yr1 and 2</b>	What can we learn from sacred texts across Judaism and Islam?	<ul style="list-style-type: none"> <li>- Qur'an</li> <li>- Torah</li> <li>- Mosque</li> <li>- Synagogue</li> <li>- Muslim</li> <li>- Jew</li> <li>- Connections and links</li> </ul>	<p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect</p> <ul style="list-style-type: none"> <li>• Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</li> <li>• Ask and suggest answers to questions arising from stories Jesus told and from another religion.</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories.</li> </ul>
<b>RE Reception</b>	Introduction to other world religions (Islam and Judaism)	<ul style="list-style-type: none"> <li>- Qur'an</li> <li>- Torah</li> <li>- Mosque</li> </ul>	Children will be exposed to the concept that there are five world religions. We have already begun looking at Christianity and we will look at Judaism and Islam. The children will be exposed to different artefacts

		<ul style="list-style-type: none"> <li>- Synagogue</li> <li>- Muslim</li> <li>- Jew</li> </ul>	from each religion for them to explore and ask questions about. Children will know that people can follow different religions and it is personal choice.
<b>History</b>			
<b>Geography year 1 and 2</b>	The world.	<ul style="list-style-type: none"> <li>- Continents</li> <li>- Oceans</li> <li>- Countries</li> <li>- Equator</li> <li>- Hot and cold</li> <li>- Environment</li> <li>- Habitats</li> <li>- Weather</li> <li>- North and South Pole</li> </ul>	<p>Children can name and find all 7 continents using an Atlas and will be able to start to say which countries are in which continents.</p> <p>Children will be able to name several seas and oceans around the world and again locate these on an Atlas.</p> <p>Children will begin to make connections and links between weather and continents. Explain the main features of hot and cold places.</p> <p>Children can point out where the equator, north pole and south pole are on a globe or atlas?</p> <p>Children will name 4 countries that make up the UK</p> <p>Children will name capital cities from the 4 countries within the UK</p> <p>Children can give sensible suggestions on how to travel to different countries.</p>
<b>PE</b>	Athletics	<ul style="list-style-type: none"> <li>- Competition</li> <li>- Race</li> <li>- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup></li> <li>- Ready, steady, go</li> <li>- Running, sprinting</li> <li>- Turn taking</li> <li>- Supportive</li> <li>- Start and finishing line</li> </ul>	<p>Children will learn how to race such as, egg and spoon race</p> <p>Children will name and be able to complete different types of races.</p> <p>Children will congratulate others on winning a race.</p> <p>Children will be able to wait their turn</p> <p>Children will be able to as part of a team within races such as the relay race.</p> <p>Children will know the way in which sports day runs to prepare them for sports day.</p>
<b>Art</b>			
<b>DT</b>	Eating more fruit and vegetables	<ul style="list-style-type: none"> <li>- Fruit</li> <li>- Vegetables</li> <li>- Grow</li> <li>- Ingredients</li> <li>- Raw/ cooked</li> <li>- Root vegetable</li> </ul>	<p>Children will design, make and reflect on food creations such as, a fruit kebab.</p> <p>Children will design – draw and label with an explanation of their choices and thoughts.</p> <p>Children will use a range of skills such as, chopping, threading etc... to make the fruit kebab.</p> <p>Children will eat and then evaluate / reflect on the fruit kebab looking at how it worked did it, how could it have been better such as, I could have picked a stronger fruit as the raspberries were to soft and broke of the stick.</p>

		- Method / instructions	
<b>Computing Reception</b>	General skills	<ul style="list-style-type: none"> <li>- Log on</li> <li>- Password</li> <li>- Username</li> <li>- Laptop</li> <li>- Mouse pad</li> <li>- Keyboard</li> <li>- Screen</li> <li>- Home button</li> <li>- Enter button</li> <li>- click</li> </ul>	Using a laptop Logging on and off Typing in the password Opening up Active Learn Opening up Purple Mash Logging on to Active learn and purple mash independently.
<b>Computing Year 1 and 2</b>	Coding	<ul style="list-style-type: none"> <li>- Algorithm</li> <li>- Design</li> <li>- Program</li> <li>- Sequence</li> <li>- Function</li> <li>- debug</li> </ul>	To understand what an algorithm is. To create a computer program using an algorithm. To create a program using a given design. To understand the collision detection event. To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence. To understand that different objects have different properties. To understand what different events do in code. To understand the function of buttons in a program. To understand and debug simple programs
<b>Music</b>		-	
<b>PSHE</b>	Relationships	<ul style="list-style-type: none"> <li>- Roles</li> <li>- Emotions</li> <li>- Lonely</li> <li>- resisting pressure / peer pressure</li> <li>- feelings</li> <li>- inside and outside</li> </ul>	Recognising the roles different people play in their lives. Understanding that it is important to tell someone if something about their family makes them unhappy or worried. Understanding how people make friends and explain what makes a good friendship. Recognising when they or someone else feels lonely and what to do that may help. Explaining basic techniques for resisting pressure to do something they don't want to do. Explaining how the internet and devices can be used safely to communicate with others. Talking about how to recognise what others might be feeling. Recognising that not everyone feels the same about the same things.