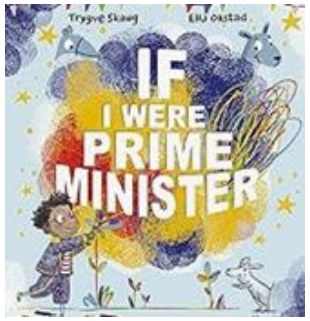
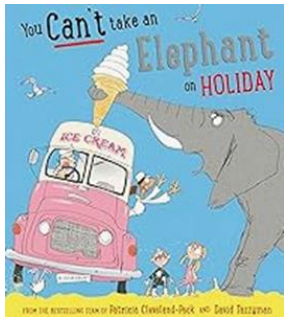
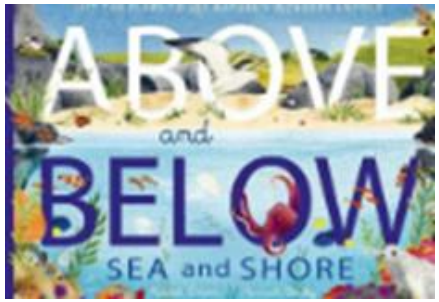
Summer 2:

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, Newspaper article

Maths: **Year 1 and 2 –** Time, position and direction and recapping topics. **Reception:** Manipulate, compose and decompose, make connections, visualise, build and map, sharing and grouping.

Subject:	Subject topic:	Topic specific vocabulary:	Sticky knowledge / skills:
Science Yr2	Use of materials	- Absorbency - Classify - Properties - Flexibility - Type - Predicting - Testing	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. 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

		- Results - Evaluating - Recording data -	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 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.
Science Yr1	Comparing materials	- Physical properties - Variety - Compare - Similarities and differences - Working scientifically - Fair test - Measurements - Non-standard units of measure - Record	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. 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. 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.
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	What does it mean to belong to a faith community? (Christians, Muslims and Jewish people)	- Faith - Community - Christians - Muslims - Jewish - Belong - Religion	Children will bring their knowledge from this year to develop their understanding of what faith means to a community group by looking at Islam, Judaism and Christianity. Children can tell you key elements from each religion to compare and contrast. Children can begin to unpick the word faith and community and develop their own thoughts, opinions and questions based on the themes above.
RE Reception	Introduction to other world religions	- Religions - Faith - Belief	Children will explore other religions to Christianity such as Islam. Children will explore artifacts from other religions and compare and contrast to Christianity.

	Islam and Judaism	- Similarities - Differences	
History		-	
Geography Reception	Why is our world incredible?	- World - Incredible - Diverse - Countries - Weathers -	Children can give an explanation as to why our world is incredible based on physical features as well as those that are rooted in emotions and feelings (belief).
Geography Year 1 and 2	Seaside What are physical and human features of a coastal area?	- Physical features - Human features - Coastal - Cliff - Beach - Erosion - Ocean - Sea	Children can give examples of physical features. Children can give examples of human features. Children can give key features of a coastal site. Children can use the correct vocabulary in discussions.
PE	Athletics	- Competition - Race - 1st, 2nd, 3rd - Ready, steady, go - Running, sprinting - Turn taking - Supportive - Start and finishing line	Children will learn how to race such as, egg and spoon race. Children will name and be able to complete different types of races. Children will congratulate others on winning a race. Children will be able to wait their turn Children will be able to as part of a team within races such as the relay race. Children will know the way in which sports day runs to prepare them for sports day.
Art		-	
DT	Joseph's coat	- Fabric - Joining	Through this unit children will learn to use a graphics program to design a model of a simple coat linked to the story of Joseph's coat of many colours. They learn to use simple paper patterns to make a

		- Patterns - Freehand - Graphics - Design - model	coat and simple joining techniques for fabrics. They learn to communicate their ideas through talking, freehand drawing and using a graphics program.
Computing Reception	General skills	- Log on - Password - Username - Laptop - Mouse pad - Keyboard - Screen - Home button	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.
Computing Year 1 and 2	Coding	- Algorithm - Design - Program - Sequence - Function - debug	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
Music		-	

PSHE	Changes	- Needs - Changes - Difficult - Sharing - Feelings - Affect - Feel - Behave - Manage - Exploring	Recognising that feelings can affect the way we think, feel and behave. Recognising ways of sharing feelings. Identifying ways to manage big feelings. Recognising when we need help and understand how to ask for help. Identifying feelings associated with change/loss. Exploring how to manage when we find things difficult. Explaining how people's needs change as they grow from young to old. Explaining positive ways of preparing to move to a new class/year group.