


	Geography/History	Art/DT	Music	ICT	PHSE	RE	PE	Science	Literacy	Maths
Summer 1 Sun, sea and sand 1	<p>LO: To investigate their surroundings. LO: To draw a map of a real place. LO: To add detail to a sketch map from an aerial photograph. LO: To make observations about where things are within the local area.</p>	<p>LO: To explore and use natural materials to make pictures. - not a skill set.</p> <p>Collecting natural materials from their gardens or walks and start to make some pictures.</p>	<p>To practice the words to 'By the seaside'.</p>	<p>Introduction to Tapestry.</p>	<p>LO: Learn about families and where we live.</p> <p>Looking at the local community.</p>	<p>LO: To consider feelings about belonging to a community.</p> <p>Through map work of their local area - considering that they are part of their community.</p>	<p>LO: To explore gymnastic actions and still shapes.</p> <p>Practice basic gymnastic shapes using flashcards.</p> <p>LO: To recognise and describe what their bodies feel like during different types of activities.</p> <p>Parent talk about how their bodies feel - Can they feel their bodies stretching etc.</p>	<p>LO: To name each of the four seasons. LO: To identify basic weather changes within each season.</p> <p>Understand the change of season across the year and the changes of weather within this.</p> <p>Draw a picture and write sentences for each season - children could think about the different types of clothes that they need for different seasons.</p>	<p>LO: To recount their Easter holidays in a postcard.</p> <p>-first person, past tense, time connectives.</p> <p>Labelling maps of their local area and writing directions for their maps. LO: To write a set of directions to follow a route on a map.</p> <p>-Past tense + time connectives</p> <p>Phonics Y1 - P5 U13 s/wh/ph/lang Y2 - P6 U28 Suffix ending /ing/ed</p>	<p>LO: To recognise and name 2D shapes. LO: To name and locate 2D shapes in everyday objects. LO: To practice and create a simple pattern using 2D shapes</p> <p>Y1: rectangles, squares, circles and triangles. Y2: " " but adding pentagon, hexagon, octagon.</p> <p>Children to refresh on 2D shapes. - shape hunt - making shapes w/ lollipop sticks - shape pictures - simple shape patterns</p>
2	<p>LO: To ask geographical questions: where is it? What is it like?</p> <p>Parent talk about a seaside holiday that they have been on or from the video.</p>	<p>LO: To explore and record ideas from first-hand observations.</p> <p>Look at a picture of artwork created by Andy Goldsworthy- discuss and record a list of things that they like and dislike about the pictures.</p>	<p>To practice the words to 'By the seaside'.</p>	<p>LO: To work with others to create a digital resource that includes text.</p> <p>Tapestry - Begin to show and awareness of the use of text. Children could begin to have a go at replying to teacher comments.</p>	<p>LO: To order/draw people by their age.</p> <p>Cut and stick ordering activity/timeline ordering.</p>	<p>LO To recognise and describe things that are special to others.</p> <p>Considering what is special to themselves first - the difference in packing things you need for a holiday and things you want.</p>	<p>LO: To explore gymnastic actions and still shapes.</p> <p>Practice basic gymnastic shapes using flashcards.</p> <p>Flashcard freeze frame game.</p>	<p>LO: To explore and understand the cycle of a tree throughout the four seasons.</p> <p>Time lapse of a tree throughout the seasons? Create a 'season wheel'- split a circle into 4 -focus on trees?</p>	<p>LO: To create a list of items to take in a suitcase on a hot holiday. LO: To write a description using senses of a seaside setting.</p> <p>-Adjectives</p> <p>Watch videos about the seaside or use their own experiences to use as stimulus for writing.</p> <p>Phonics Y1 - P5 U14 /ay/a-e/igh/ey/ei Y2 - P6 U28 Suffix ending split digraph /e/ and lang.</p>	<p>LO: To recognise and identify 3D shapes. LO: To sort 3D shapes according to their properties. LO: To practice and create a simple pattern using 3D shapes.</p> <p>Y1: Cubes, cuboids, pyramids and spheres. Y2: " " but with cylinders, prisms and cones.</p> <p>Introduce 3D shapes using video -BBC/B -shape hunt -shape sorting -junk bot using shapes -shape patterns</p>
3	<p>LO: To use geographical vocabulary to refer to key physical and human features. LO: To use pictures/photos and the internet as a source of information.</p>	<p>LO: To ask and answer questions about the starting points of their work and the processes that they have used.</p> <p>Use natural materials to create an Andy</p>	<p>LO: To explore different sound sources by making homemade instruments.</p> <p>Listen to Beth's music video and the homemade</p>	<p>LO: To create a digital resource that includes text mostly independently.</p> <p>Tapestry - To show an active awareness of the use of text. Children should</p>	<p>LO: To list things you could do when you were a baby.</p> <p>Parent talk about things that you were able to do as a</p>	<p>LO: To describe different experiences and feelings about important issues. Thinking about how holidays origantes from 'Holy day' and</p>	<p>LO: To explore gymnastic actions and still shapes. LO: To move confidently and safely in their own and general space, using</p>	<p>LO: To create a poster that describes the different seasons.</p> <p>Children could create word banks/phrases and draw pictures to describe the different seasons - e.g. windy, crunchy leaves, orange and yellow.</p>	<p>LO: To write a poem about a seaside holiday.</p> <p>-Adjectives using their senses without prompts.</p> <p>Phonics Y1 - P5 U15 /ea/e-e/ie/ey/y/</p>	<p>LO: To measure and record weight. (Y1) LO: To compare, describe and solve practical problems for weight. (Y1) LO: To introduce using g/Kg for measuring weight. (Y2)</p> <p>-holding objects and describing them i.e. heavier/lighter than.</p>

	<p>Consider which geographical features that might be found at the seaside.</p> <p>Use pictures found on the internet as a stimulus.</p>	<p>Goldsworthy inspired picture - twigs</p> <p>Parent talk: discuss how they have used AG artwork as a stimulus, compare their work to AG artwork.</p>	<p>instruments used.</p> <p>Have a go at making their own instruments from things they have at home.</p>	<p>try to reply to teacher comments.</p>	<p>baby - learning to roll, walk and talk etc.</p> <p>Create a fact file/poster about themselves as babies.</p>	<p>how this can relate to religious holidays we celebrate- Easter and Christmas.</p>	<p>change of speed and direction.</p> <p>Start to create simple sequences using still gymnastic shapes.</p>		<p>Y2 - P6 U29 Suffix ending /-s/es/</p>	<p>-investigate are larger objects always heavier?</p> <p>-collect, describe and compare a variety of different objects.</p> <p>-concept cartoon investigations.</p> <p>Y2</p> <p>-weight variety of items and record.</p> <p>-order weighed object by weight</p> <p>-word problems.</p>
4	<p>LO: To use geographical vocabulary to refer to key physical and human features.</p> <p>Children can familiarise themselves with these features in try to include some in their writing.</p>	<p>LO: To explore and record ideas from first-hand observations.</p> <p>Look at a different picture of artwork created by Andy Goldsworthy- how is it similar and different to the previous picture? Discuss and record a list of things that they like and dislike about the new picture.</p>	<p>LO: To create sounds from a given stimulus.</p> <p>Record themselves singing along to Beth's video with their homemade instruments.</p>	<p>LO: To work with others to create a digital resource that includes text and graphics.</p> <p>Tapestry - Begin to show and awareness of the use of text and graphics. Children could begin to have a go at taking and uploading pictures to tapestry with parental help and writing accompanying captions.</p>	<p>LO: To list things that you can do now as a child.</p> <p>Write or draw pictures about things that you can do now as a child - run, catch balls, balance etc.</p> <p>Create an 'All about me poster' - what you look like, things you like/dislike etc.</p> <p>Consider difference to things as a baby?</p>	<p>LO: To describe different experiences and feelings about important issues.</p> <p>LO: To describe feelings about belonging to a community.</p> <p>To discuss the different types of communities that children are part of - local, school etc.</p>	<p>LO: To explore gymnastic actions and still shapes.</p> <p>LO: To move confidently and safely in their own and general space, using change of speed and direction.</p> <p>Start to incorporate changes of speed and direction into sequences.</p>	<p>LO: To explore how the length of the day changes according to the season.</p> <p>Parent talk- can children remember times when it got dark around dinner time? When it was light when they went to bed?</p>	<p>LO: To write a postcard home from their seaside holiday.</p> <p>-first person, past tense, time connectives.</p> <p>Children to focus on including the geographical features of their holiday as well as what they have done.</p> <p>Phonics Y1 - P5 U16 /ie/i-e/y/i/ Y2 - P6 U29 Suffix ending /-es/lang</p>	<p>LO: To measure and record capacity. (Y1)</p> <p>LO: To compare, describe and solve practical problems for capacity. (Y1)</p> <p>LO: To introduce using ml/L for measuring capacity. (Y2)</p> <p>-filling a variety of contrainers and describing them i.e. half full/full etc.</p> <p>-describe given amounts using more/less.</p> <p>-concept cartoons/always sometimes never investigations.</p> <p>- measure different capacities using NSM (Y1) or SM (Y2)</p> <p>- describe efficiency of L/KG over ml/g for larger quantities.</p>
5	<p>LO: To use geographical vocabulary to refer to key physical and human features. - ports, harbours and sea etc.</p> <p>A chance to include and contextualise these features in their writing.</p> <p>LO: To identify daily weather patterns within the UK.</p>	<p>LO: To ask and answer questions about the starting points of their work and the processes that they have used.</p> <p>Use natural materials to create another Andy Goldsworthy inspired picture. - leaves</p> <p>Parent talk about the process of making their pictures: discuss how they have used AG artwork as a stimulus, compare their work to AG</p>	<p>LO: Create and choose sounds in response to a stimulus.</p> <p>LO: identify how sounds can be changed.</p> <p>LO: Record a short clip creating sounds of the ocean with homemade instruments.</p> <p>Listen to the ocean. Can children pick up the tone? Calmness? What about a stormy sea?</p> <p>Create another instrument from</p>	<p>LO: To work with others to create a digital resource that includes text and graphics and sound.</p> <p>Tapestry - Begin to show an awareness of the use of text and graphics with sound such as videos. Children could begin to have a go at taking and uploading videos to tapestry with parental help and writing</p>	<p>LO: To list things that teenagers and adults might do.</p> <p>Parent/sibling talk about things that they do that children perhaps can't do - go to secondary schools, work, cook meals etc.</p> <p>Discuss similarities and differences to previous age stages.</p>	<p>LO: To describe feelings about belonging to a community.</p> <p>Consider how the school and local commnity celebrates these Holy times - Easter/Christmas church services, nativities etc.</p>	<p>LO: To improve work using information they have gained through watching, listening and investigating.</p> <p>Record themselves performing their routines. Show an awareness of how they might improve their routines after watching.</p>	<p>LO: To describe weather associated with Spring.</p> <p>Children to keep a weather diary - written or pictorial - for each day of the week. At the end of the week children can be weather reporters and doucment what they have observed.</p>	<p>LO: To write a short seaside story.</p> <p>-setting the scene and characters, complication, resolution.</p> <p>Listen to a seaside story - online or read by me - children can use this as a structure to innovate their own stories.</p> <p>LO: To write a weather diary for the week. (Science link)</p> <p>Children could record a sentence per day</p>	<p>Temp and question</p> <p>LO: To introduce using degrees Celsius when reading a thermometer. (Y2)</p> <p>LO: To use knowledge of mass and capacity to solve problems. (Y1)</p> <p>-read and then estimate temp on thermometers.</p> <p>-word problems</p> <p>-concept cartoons</p>



		artwork - how are they the similar and different?	home -with softer sounds?	accompanying captions.  Challenged to put it all together.					about the weather to then record a weather broadcast at the end of the week.  Phonics Y1 - P5 U17 /ow/o-e/o/oe Y2 - P6 U30 Prefix /re-/un-/	
Summer 2 Arctic Adv 1	LO: To locate a cold area of the world - Arctic circle.  LO: To recognise that the Earth is spherical.  LO: To locate the Arctic circle on a child's Atlas.	LO: Explore the similarities and differences within the work of artists.  Explore the work of Henri Rousseau - how is this jungle theme similar and different to Andy Goldsworthy?  Collect some natural materials for creating their HR inspired picture.	LO: Identify classroom instruments.  LO: Identify how sounds can be changed.  LO: Change sounds to reflect stimulus.  Exploratory lesson- instrument games?	LO: To refresh basic computer skills like turning on and logging in.  To practice logging in skills.	LO: To list things that older people might do.  Children could learn facts about their grandparents - some grandparents might have retired, hobbies that they might have, volunteering etc.  Consider how this is different.	LO: To describe things that are special to others. LO: To consider what makes things special to us. LO: To describe different experiences and feelings I have around a range of important issues.	LO: To work together in groups to create a sequence of still shapes.  LO: To lift, move and place equipment safely.  Children to work in small groups - consider how this is different to working on their own.	LO: To discuss and write about their favourite season.  Parent talk about which is their favourite season and why. To draw and write sentences to explain why - I like summer because...	LO: To learn about what and where Arctic circle is.  LO: To collate ideas for factfile. -opening statements, headings, conclusion.  Phonics Y1 - P5 U18 /ew/ue/u-e/u/oul/ Y2 - P6 U30 Prefix/root/suffix	LO: To tell the time to the nearest half hour. (Y1), and quarter of an hour. (Y2) LO: To tell the time to the nearest 5 minutes (Y2) LO: To draw hands on a clock face for a given time. (Y1/2) LO: To recognise and use language relating to dates  -match times to activities of the day-draw their own too? -sequence intervals of time -draw times onto blank clocks - word problems for dates - days, weeks etc.
2	LO: To explore the seasonal and weather patterns in the Arctic.	LO: To use natural materials to create a HR inspired picture.	LO: To change sounds to reflect different stimulus.  Tie in with season and weather- group work? - can the children use the instruments to match sounds to weather symbols?	LO: To practice using Microsoft Word.  Practice opening a new document and adding text.	LO: To discuss what I want to be when I grow up.  Discuss some different roles.  Link to art - creating pictures within a job role.  	LO: To describe things that are special to others.  LO: To consider what makes things special to us.  LO: To describe different experiences and feelings I have around a range of important issues.	LO: To work in groups to create a sequence of still shapes.  LO: To lift, move and place equipment safely.  Children to work in small groups - consider how this is different to working on their own. How will the children work as a team to tackle timing etc?	LO: To observe changes over across the four seasons.  Look at seasons in the Arctic. Can children spot similarities and differences?	LO: To look at the type of clothes that you would need for visiting the Arctic.  Consider the similarities/differences to hot holidays as well as clothing for normal wear in UK.  LO: To write a fact file on the Arctic circle and the countries this includes. - 'All about the Arctic' -opening statements, headings, conclusion. Phonics Y1 - P5 U19 /aw/au/al/ Y2 - P6 U30 Lang	LO: To count forwards and backwards using a number square. (Y1) LO: To partition numbers into 10's and 1's. (Y1)  -count forward and backwards from a given number using the H/S. -recap on grouping numbers into groups/10. -part/whole models + P/V charts.  LO: To understand and create a tally chart to represent amount. (Y2) LO: To draw pictograms to represent numbers. (Y2)  -practice counting tallies using knowledge of 5s -create tally charts for common areas i.e. hair colour, eye colour

										-use tallys to create pictograms -draw pictograms where numbers represent 2s, 5s and 10's.
3	LO: To understand how Roald Amundson discovered the Arctic.  To provide a starting point for physical features found in the Arctic - how was it first discovered? What did explorers come across? Had they ever seen features like this before?	LO: To explore and record ideas from first-hand observations.  Look at the works of Henri Rousseau (jungle).  Can the children notice similarity of nature? What's different?	LO: To create and choose sounds in response to a given stimulus.  LO: To make improvements to their own and other work.  Can children put simple sounds together - for winter in the Arctic e.g. snowstorms.  Perform their music - constructively feedback.	LO: To use Microsoft word mostly independently.  LO: To save and retrieve work with support.  Practice opening a new document, adding text and saving their work.	LO: To learn about our bodies.  Think about all the things our bodies can do - leap, jump, stretch, play etc.	LO: To describe things that are special to others within Christianity.  LO: To describe different experiences and feelings I have around a range of important issues.	LO: To work in groups to create a sequence of still shapes.  LO: To use change of speed and direction within in sequences.  LO: To link balances using control and precision of their bodies. - Consider how some balances can be linked.  LO: To lift, move and place equipment safely.	LO: To focus on the different types of weather that can be found in the Arctic.  Introduce symbols- snowstorms etc.  Northern lights?	LO: To learn about Arctic exploration.  LO: To write a diary home from their exploration. -time & date, time connectives, key events in order.  Phonics Y1 - P5 U20 Ir/er/ear/ Y2 -common exception words. - punctuation mark refresh -edit time for contextualising Y2 Phonics.	LO: To use knowledge of partitioning to compare numbers. (Y1) LO: To use knowledge of place value to solve problems. (Y1)  -use language such as more/less than and equal to -introducing >< = - word problems/concept cartoons. -ordering numbers  LO: To interpret pictograms to represent numbers. (Y2) LO: To draw and interpret block diagrams.  -use knowlogdge to answer questions about pictogram. -create own questions. -build block diagrams using blocks -draw block diagrams.
4	LO: To ask geographical questions- what is it like?  To look at the Inuit people and their way of life.	LO: To ask and answer questions about the starting points of their work and the processes that they have used.  Recreate HR inspired picture - use oil pastels?	LO: To identify how sounds can be changed.  Build on previous weeks work - can the children think about how snowstorms might start and end? What would this sound like in terms of music?	LO: To work with others, with support, to create a digital resource that includes text and graphics.  LO: To generate their own work, with support, that includes the use of text and graphics.  LO: To save and retrieve work mostly independently.  Writing a Summer term learning poster on word for	LO: To learn about our bodies.  Drawing outlies on large rolls of paper and labelling body parts- what can children remember from the previous science unit.  Are all bodies the same? Discuss how we have learnt about people at different ages - tall, short, different colour hair and eyes - Do these things change as you	LO: To describe things that are special to others within Christianity.  LO: To describe different experiences and feelings I have around a range of important issues.	LO: To improve their work using information that they have gained from watching, listening and investigating.  LO: To lift, move and place equipment safely.  Perform to other groups and constructively improve.	LO: To draw a timeline of the year in seasons.  Draw timeline for both UK and Arctic to stick alongside for comparison.	LO: To write a diary home from their exploration.  Children to write a letter as if they have explored and discovered the Arctic circle for themselves.  Children to show understanding of explorations.  Phonics Y1 - P5 U21 ou/oy Y2 -common exception words. - punctuation mark refresh	LO: To find half. (Y1) LO: To use knowledge of fractions to solve problems. (Y1)  -explore using vocab half whole and equal. -matching halves of shapes together to rep halves of a whole. -word problems.  LO: To find half and a quarter.(Y2) LO: To use knowledge of fractions to solve problems.(Y2) -explore using vocab half , quarter, whole and equal. -simple halves and quarters of amounts.



				school website.?	get older? If so, how?				-edit time for contextualising Y2 Phonics.	-word problems.
5	<p>LO: To use geographical vocabulary to refer to key physical and human features.</p> <p>Children to learn about the physical features in more detail - mountains, hills, rivers and lakes etc. - touch on glaciers and icebergs. How is this the different to our hot holiday?</p>	<p>LO: To ask and answer questions about the starting points of their work and the processes that they have used.</p> <p>Recreate HR inspired picture - use oil pastels?</p>	<p>LO: To create and choose sounds in response to a given stimulus.</p> <p>Can children create a piece of music - putting simple sounds together - for spring in the Arctic e.g. snow melting.</p>	<p>LO: To work with others, independently, to create a digital resource that includes text.</p> <p>LO: To generate their own work, independently, that includes the use of text.</p> <p>LO: To independently save and retrieve work</p> <p>Children could have a go at writing a Summer term learning newsletter for school website.?</p>	<p>LO: To learn about our bodies.</p> <p>Are all bodies the same? Consider how boys' and girls' bodies are similar and different.</p>	<p>LO: To describe things that are special to others within Hinduism.</p> <p>LO: To describe different experiences and feelings I have around a range of important issues.</p>	<p>LO: To introduce simple gymnastic rolls.</p> <p>LO: To lift, move and place equipment safely.</p>	<p>LO: To describe the weather within each season.</p> <p>Timepase throughout seasons in Arctic?</p> <p>Weather in Arctic is more severe than UK - can children notice the difference?</p>	<p>LO: To write a description of an Arctic setting.</p> <p>-adjectives.</p> <p>Children can draw on previous knowledge of setting descriptions from their hot holidays. They could include reference to the weather and physical features.</p> <p>Phonics Y1 - P5 U22 Eer/ere/are/ear/Y2 -common exception words. - punctuation mark refresh -edit time for contextualising Y2 Phonics.</p>	<p>LO: To find a quarter (Y1)</p> <p>LO: To use knowledge of quarters to solve problems. (Y1)</p> <p>-recognise a quarte as one of four equal parts.</p> <p>-simple quarters of amounts</p> <p>-word problems.</p> <p>LO: To find and recognise a third.</p> <p>LO: To recognised and understand non unit fractions.</p> <p>-recognise the difference between a unit and non unit fraction.</p> <p>-the idea of equal parts within fractions.</p> <p>-recognise thirds as equal pieces.</p> <p>-finding thirds of amounts</p>
6	<p>LO: To understand geographical differences between London and a town in Greenland.</p> <p>LO: To use basic geographical vocabulary.</p> <p>Drawing in work from previous unit of GFOL and children's knowledge of the geographical features of London.</p>	<p>LO: To ask and answer questions about the starting points of their work and the processes that they have used.</p> <p>Recreate HR inspired picture - use water colour?</p>	<p>LO: To create and choose sounds in response to a given stimulus.</p> <p>Can children put simple sounds together - for Summer in the Arctic. New life and animals starting to appear after snow melting, how can this be incorporated into music?</p>	<p>LO: To work with others, mostly independently, to create a digital resource that includes text and graphics.</p> <p>LO: To generate their own work, mostly independently, that includes the use of text and graphics.</p> <p>LO: To independently save and retrieve work</p> <p>Children to learn how to take photos of their learning with the classroom with the iPad -</p>	<p>LO: To recall what we need to grow and stay healthy.</p> <p>Exercise - links to previous topic.</p>	<p>LO: To describe things that are special to others within Hinduism.</p> <p>LO: To describe different experiences and feelings I have around a range of important issues.</p>	<p>LO: To introduce simple gymnastic rolls.</p> <p>LO: To lift, move and place equipment safely.</p>	<p>LO: To consider how the length of the day changes according to the season in the Arctic.</p> <p>Draw comparions with UK.</p>	<p>LO: To write a description of an Arctic setting.</p> <p>-adjectives.</p> <p>Phonics Y1 - P5 U23 c/k/ck/ch Y2 -common exception words. - punctuation mark refresh -edit time for contextualising Y2 Phonics.</p>	<p>LO: To use number knowledge to solve problems.</p> <p>Consolidation</p>

				choose which to include.						
7	<p>LO: To understand geographical differences between London and a town in Greenland.</p> <p>Advert for Greenland.</p>	<p>LO: To ask and answer questions about the starting points of their work and the processes that they have used.</p> <p>Recreate HR inspired picture - use water colour?</p>	<p>LO: To perform a piece of music.</p> <p>LO: To make improvements.</p> <p>Children can listen to each group perform and constructively make improvements.</p>	<p>LO: To work with others, independently, to create a digital resource that includes text and graphics.</p> <p>LO: To generate their own work, independently, that includes the use of text and graphics.</p> <p>LO: To independently save and retrieve work.</p>	<p>LO: To recall what we need to grow and stay healthy.</p> <p>Food - links to previous topic.</p>	<p>LO: To draw comparisons about things that are special between Christianity and Hinduism.</p> <p>LO: To describe different experiences and feelings I have around a range of important issues.</p>	<p>LO: To introduce simple gymnastic rolls.</p> <p>LO: To lift, move and place equipment safely.</p>	<p>LO: To produce a weather report.</p> <p>Collate all learning from this half term - producing a weather report.</p>	<p>LO: To write a persuasive advert to encourage people to visit the Arctic circle.</p> <p>-rhetorical questions and imperatives.</p> <p>This could be more of a recorded holiday advert - writing scripts?</p> <p>Phonics Y1 - P5 U24 /c(e)/c(i)/c (y)/ sc/st(l). Y2 -common exception words. - punctuation mark refresh -edit time for contextualising Y2 Phonics.</p>	<p>LO: To use number knowledge to solve problems.</p> <p>Consolidation</p>