

## Summer One

	<p style="text-align: center;"><b><u>English</u></b></p> <p style="text-align: center;">Guided Reading Sessions - Comprehension style questions/ SATS papers.</p>	<p style="text-align: center;"><b><u>Maths</u></b></p> <p style="text-align: center;"><math>\frac{1}{2}</math> an hour of Maths each day - Shape - Time - Money - Measurement - Data</p>	<p style="text-align: center;"><b><u>Science Materials</u></b></p>	<p style="text-align: center;"><b><u>Geography And History</u></b></p> <p style="text-align: center;">Continents and Oceans/ India  The History of Flight (largely Summer 2)</p>	<p style="text-align: center;"><u>R.E/RSE/ Computing/ SPAG/ P.E./ Music/ DT</u></p> <p style="text-align: center;">NB Music - we will continue to learn notes on the recorder for Summer One.</p>
<p>15<sup>th</sup> Apr - 19<sup>th</sup> Apr</p>	<p>Monday - Have a selection of eggs available, these can be a mix of duck, chicken, quail, chocolate or plastic Easter eggs, a Kinder egg, decorative stone or wooden eggs.</p> <p>Discuss the different eggs. What do the children already know about the different types of eggs? What do they want to find out? Do they know any animals that hatch from eggs? What might be inside?</p> <p>Look at eggs and then work together to generate questions on pieces of card to be displayed on working walls. Draw eggs and write expanded noun phrases to describe the eggs.</p> <p>Tuesday - expanded noun phrases describing eggs.</p> <p>Wednesday - drafting for an Independent write: Describe one of the character hatching from the egg and write a character description. Focus on describing the most obvious features first (How they look, how they move and how they behave). - describe their egg, from the drawing yesterday. - describe how it hatches (adverbs) - what emerges. - what it looks like. - how it moves. - what it feeds on.</p> <p>Thursday Independent write.</p>	<p>Fractions Emphasise that all parts must be equal and then: Finding a half of shapes and numbers.</p> <p>Fractions Emphasise that all parts must be equal and then: Finding a half of numbers and objects.</p> <p>Fractions Emphasise that all parts must be equal and then: Finding a quarter of shapes.</p> <p>Fractions Emphasise that all parts must be equal and then: Finding a quarter of numbers.</p> <p>Fractions Emphasise that all parts must be equal and then: Finding third of shapes.</p> <p>Afternoons Time</p>	<p>Create a mind map of our Materials learning from Year One. What can the children remember?</p>	<p>Recap on our learning from Spring and a low stakes quiz.</p> <p>Name the continents.</p> <p>Name the oceans.</p> <p>India landmarks.</p> <p>Key learning - there are seven continents and five oceans. Label them.</p> <p>Extension - facts about each.</p>	<p><u>Islam</u></p> <p>Recap on our learning about the Qur'an and Muhammad (PBUH). What can the children remember? Revisit mind maps.</p> <ul style="list-style-type: none"> <li>• EID</li> </ul> <p><u>SPAG</u></p> <p>Verb suffixes - recap and assessment</p> <p><u>Indoor:</u> Team Building</p> <p><u>Outdoor:</u> Multisport</p> <p><u>Computing</u> How does music make us feel?</p> <p><u>PSHE</u> Know how to make friends</p>

22 <sup>nd</sup> Apr - 26 <sup>th</sup> Apr	<p><b>Mon:</b> Read from the beginning of the book until the crocodile says he is hungry. How do you think both characters are feeling at this moment? Do you think they feel the same? Like they have before when they were hungry, or different? What do you think each character might be thinking to themselves at this time? • Through shared writing, model how to write a piece in role as one of the characters, explaining how they feel at this point in time. Have the children choose one of the characters to write in role as. How will they describe their thoughts, hopes, fears, expectations?</p> <p><b>Tuesday:</b> Encourage the children to make personal connections with this experience. How does it feel when no-one else is interested in what you want to do? Have you ever found it hard to make friends? What would you say to Croc or Bird as advice? What should they do and why?</p> <p>Write a letter to Croc or Bird, advising them what they should do next and why</p> <p><b>Wednesday</b> - recap on instructional writing.</p> <p><b>Thursday/ Independent write:</b> Instructions for how to make/ be a good friend.</p>	<p>Fractions Finding a third of amounts</p> <p>Fractions x 3 Finding more complex fractions.</p> <p>Afternoons Time</p>	<p>How can you classify items based on the materials they are made of?</p> <p>Sorting using the correct vocabulary.</p>	<p>India</p> <p>Revisit our mind maps and add new information.</p> <p>Revisit our questions and see if we can answer them. Do we know the capital city of India? Find it on a map. Why is it the capital? Link to London and why that is the capital city of England.</p> <p>Final week of <i>purely</i> India reviewing/ assessing and further research if necessary.</p>	<p><u>SPAG</u></p> <p>Verb Suffixes - recap and assessment</p> <p><u>RE</u></p> <p>Introducing 'Jesus as a Saviour'. Exploring the theme of rescue.</p> <p><u>Indoor:</u> Team Building</p> <p><u>Outdoor:</u> Multisport</p> <p><u>Computing</u> Rhythms and Patterns</p> <p><u>PSHE</u> Try to solve friendship problems when they occur</p> <p><u>DT</u> Look at puppets around the world and discuss favourites/ dislikes and reasons.</p>
29 <sup>th</sup> Apr - 3 <sup>rd</sup> May	<p>Tuesday: Story map using pictures. Verbally tell the story using the pics. Really consider the time sequencing story language and emphasise using that language at the beginning of each paragraph. Teacher to model this. Write down key words and phrases to be used.</p>	<p>Addition</p> <p>Afternoons 2D Shape</p>	<p>What are the main reasons for choosing materials for different purposes?</p> <p>Look at a variety of different items around the school and identify why they have been made using those materials.</p>	<p>Compare Maps of India and Maps of the United Kingdom.</p> <p>Labelling N, S, E, W and the four countries of the UK.</p> <p>What is the most Northern City on the map? The most Southern?</p>	<p><u>SPAG</u></p> <p>Adjective suffix- er/est</p> <p>Overview of rules for each.</p> <p><u>RE</u></p>

	<p>Wednesday: Re-telling the story. Opening paragraph- Focus on the introduction/ description of character and setting. Model first and children to write their own in preparation for the independent write.</p> <p>Wednesday: retelling the middle of the story.</p> <p>Thursday: retelling the ending of the story.</p>			Etc. Low Stakes Quiz.	<p>How did Jesus rescue people? (bible stories)</p> <p><u>Indoor:</u> Team Building</p> <p><u>Outdoor:</u> Multisport</p> <p><u>Computing</u> How music can be used</p> <p><u>PSHE</u> Help others to feel part of a group</p> <p><u>DT</u> Look at hand puppet designs building on the knowledge from the previous week. Start to think about the planning stages.</p>
6 <sup>th</sup> May - 10 <sup>th</sup> May	<p><b>Tell me a Dragon.</b></p> <p>Tuesday: The children to pick pictures of dragons and describe using expanded noun phrases and adverbs. Simple starting point with their writing. Personality and likes/ dislikes. Why is this? Use because and even though as subordination.</p> <p>Wednesday: Describing the setting of the dragon (the dragon world). Precise detail of 'all around you can see' and 'above your heads' etc.</p> <p>Thursday: a more formal dragon description with more fluency in language. Scaffold sentence writing thoroughly, then: independent. A complete description of our dragon and where it lives. This should incorporate all of the elements of the writing this week.</p>	<p>Addition</p> <p>Afternoons</p> <p>3D Shape</p>	<p>What are the advantages/ disadvantages of different materials?</p> <p>Suitability of materials based on their properties.</p> <p>How can you design and make your own puppet using different materials? Link to DT so both lessons can be as one.</p>	Aerial photographs of the UK and India to compare.	<p>SPAG</p> <p>Suffixes- Ment- Ness - Ful -</p> <p><u>RE</u></p> <p>How did Jesus rescue people? (bible stories)</p> <p><u>Indoor:</u> Team Building</p> <p><u>Outdoor:</u> Multisport</p> <p><u>Computing</u> Notes and Tempo</p> <p><u>PSHE</u> Show respect in how they treat others</p> <p><u>DT</u> Build on our designs from last week and plan our puppet with reasons.</p>
13 <sup>th</sup> May - 17 <sup>th</sup> May	<p><u>Dragon Poetry week</u></p> <p>Monday - focus on rhyme and rhyming words associated with dragons. Focus on</p>	<p>Revision of all four operations and mixed problems.</p> <p>Afternoon</p>	<p>How can you design a perfect puppet using a range of materials and explain why you have chosen the material?</p>	Find the UK on the world map again. We are an island. How can we travel from the UK to other	<p>SPAG</p> <p><u>Suffixes</u></p>

	<p>language on how we might magpie interesting vocabulary flying - soaring, drifting, gliding etc.</p> <p>Tuesday - applying rhyming words and newer vocabulary to poems about dragons/ flying.</p> <p>Wednesday - Independent writing; poetry.</p> <p>Thursday - re-drafting of poems with a particular focus on vocabulary improvement.</p>	<p>Measurement</p>		<p>countries? What is the fastest way to travel from one country to another? Lead the children to <i>flight</i>. What is flight?</p> <p>How long does it take to travel from the UK to America? Has it always been easy and cheap for everyone?</p> <p>Children to write words and vocabulary they know about flight.</p> <p>Make it clear we are going to explore the history of flight.</p> <p><b>Children to create a mind map of everything they know about flight already. Make it clear that we will add to this over time.</b></p>	<p>ly - fully, less - hopeless, ment - enjoyment</p> <p><u>RE</u></p> <p>The story of Zacchaeus</p> <p><u>Indoor:</u> Team Building</p> <p><u>Outdoor:</u> Multisport</p> <p><u>Computing</u> Creating Digital Music</p> <p><u>PSHE</u> Know how to help themselves and others when they feel upset or hurt</p> <p><u>DT</u> Joining techniques. Practise and lead towards sewing.</p>
<p>20<sup>th</sup> May - 24<sup>th</sup> May</p>	<p>Monday: our dragon has gone missing. Children to design a missing poster with key information. Draft one.</p> <p>Tuesday: Independent: Missing Posters with improvements.</p> <p>Wednesday: Remind children of the eye witness accounts. List the information that must be included.</p> <p>Independent Thursday: Eye witness account of a missing dragon.</p>	<p>Revision of all four operations and mixed problems.</p> <p>Afternoon Data Handling</p>	<p>No Science - making the puppet this week.</p>	<p>Assessments</p>	<p>SPAG</p> <p>Assessment</p> <p><u>RE</u></p> <p>Revisit The Easter story applying the concept of Jesus as a Saviour</p> <p><u>Indoor:</u> Team Building</p> <p><u>Outdoor:</u> Multisport</p> <p><u>Computing</u> Reviewing and editing music</p> <p><u>PSHE</u> Know and show what makes a good relationship</p> <p><u>DT</u> Children to start sewing.</p>

