

Summer 2 - Toys

	Week 1 3.6.24	Week 2 10.6.24	Week 3 17.6.24	Week 4 24.6.24	Week 5 1.7.24	Week 6 8.7.24	Week 7 15.7.24	Week 8 22.7.24
Enrichment		Phonics screening (Mon+Tues)		Sports Day (Fri pm 29 th) Assessment week	Beach trip (Thurs 4 th) Science Fair (Fri 5 th)	Jewish visitor?	Building boats out of different materials (science)	
Literacy <i>Traction Man is Here – Mini Grey</i> (character description, letter writing, comic strips)	Session 1: Hook Session 2: Text map Session 3: Short-burst - respond to an illustration Session 4: Short-burst - adjectives Session 5: Short-burst – expanded noun phrases	Session 1: Read as a reader Session 2: Short-burst - similes Session 3: Planning character descriptions Session 4: Character description (publishing Fri afternoon)	Session 1: Text map letter Session 2: Cold task – letter writing Session 3: Short-burst – formal language Session 4: Short-burst – letter structure Session 5: Short-burst – persuasive language	Session 1: Read aloud – using expression and tone Session 2: Write voiceovers for an image. Session 3: Record voiceovers for an image.	Session 1: Shared write - Innovated letter writing Session 2: Short-burst – using subordinating conjunctions Session 3: Short burst – apostrophes for contraction paragraphs Session 4: Planning letter	Session 1: Letter writing Session 2: Letter writing Session 3: Hot-seating characters Session 4: Planning diary entry as a character from the story. Session 5: Diary entry as a character from the story.	Session 1: Explore graphic novels Session 2: Short-burst – create own characters and settings Session 3: Short burst - captions Session 4: Short burst - onomatopoeia Session 5: Short burst – speech bubbles	Creating and publishing comic strips
Maths <i>Statistics</i> <i>Position and direction</i> <i>Time</i> <i>Money</i>	Session 1: Making tally charts Session 2: Making tables Session 3: Block diagrams Session 4: Interpret pictograms 1-1	Session 1: draw pictograms 1-1 Session 2: Draw pictograms 2, 5 and 10 Session 3: Interpret pictograms 2, 5 and 10 Session 4: Consolidation and EOU assessment	Session 1: describe position – left and right (Yr1), describe movement (Yr2) Session 2: Describe position – forwards and backwards (Yr1). Describe turns (Yr2)	Session 1: before and after (Yr1) o'clock and half past (Yr2) Session 2: days of the week (Yr1) quarter past and quarter to (Yr2) Session 3: months of the year (Yr1) tell	Session 1: hour, minutes and seconds (Yr1) tell time to the hour (Yr2) Session 2: tell the time to an hour (Yr1) tell time to 5 minutes (Yr2) Session 3: tell the time to half an hour (Yr1)	Session 1: Recognise coins Session 2: Recognise notes Session 3: Count in coins (pennies) Session 4: Count in coins (pence) Session 5: Count in coins and notes (pounds)	Session 1: Count in pounds and pence Session 2: Choose notes and coins Session 3: Calculate with money Session 4: Find change	Session 1: Consolidation

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		Session 5: Describe turns (Yr1), language of position (Yr2)	Session 3: Describe position – above and below (Yr1). Describe movement and turns (Yr2) Session 4: Ordinal numbers (Yr1), shape patterns with turns (Yr2)	time past the hour (Yr2)	minutes in an hour (Yr2) Session 4: consolidation (Yr1) Hours in a day (Yr2)			
			EOU assessment		EOU assessment			
Phonics <i>Y1 – stage 2</i>	Revise all phonic skills Alternative sounds	PHONICS SCREENING Reading real and nonsense words	Spelling (ay, ai, a-e)	Spelling (ee, ea, e-e)	Spelling (igh, ie, i-e)	Spelling (oa, ow, o-w)	Spelling (oo, ew, u-e)	
<i>Y2 – spelling and grammar</i>	Past and present tense	Pronouns – he, she, they and it	Forming nouns using -er	Progressive tense	Apostrophes for possession and contraction	coordination	Uplevelling sentences	
Reading <i>Super Dad's Day Off</i>	Vocabulary: Infer:	Predict: Explain:	Retrieve: Sequence:	Vocabulary: Infer:	Predict: Explain:	Retrieve: Sequence:	Vocabulary: Retrieve:	
Science <i>Uses of everyday materials</i>	What are materials used for?	What are materials used for?	What happens when we squash, bend, twist or stretch a material?	What's the right material for the job?	What's the most absorbent material?	Who invented waterproofing?	Will it float or sink?	
RSHE <i>Coping with change</i>	I can recognise basic differences between myself and others	I can identify a range of groups I belong to and what is special about them	I can describe some of the rights and responsibilities	I can explain how it feels to care for treasured things		I can identify when people might go through change and how this	Transition support	Transition support

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<i>Similarities and differences of belonging</i>			of the groups I belong to			might make them feel		
PE <i>Sports Day Practice</i>	Sack race	Short and long distance sprints	Relay race	Full sports day practice	Rounders	Rounders	Rounders	
<i>Dance - toys</i>	To change the speed, weight and size of my movements.	To dance in different formations.	To move in response to stimuli.	To dance a duet.	To move to a rhythm.	To synchronise movement in different formations.		
Music <i>Myths and Legends</i>	To create a rhythm.	To show structure on a graphic score.	To write a graphic score to show texture.	To compose a piece of music with a given structure.	To perform a group composition.			
RE <i>Judaism – Rosh Hashanah and Yom Kippur</i>	What does forgiveness mean?	What is Rosh Hashanah?	What is Yom Kippur?	What does Rosh Hashanah and Yom Kippur mean to a Jewish person?	How is Rosh Hashanah and Yom Kippur important to a Jewish child?	How do Jewish people believe they can change and become better?		
D+T <i>Textiles - puppets</i>	To join fabrics together using different methods.	To use a template to create my design	To join two fabrics together accurately.	To explore different sewing techniques. (enhancement lesson)	To embellish my design using joining methods.	To embellish my design using joining methods.	To evaluate my design and peer assess.	
History <i>Toys</i>	I can find out about toys today.	I can find out about toys of the past.	I can compare similar toys from different times.	I can compare Victorian toys with modern toys.	I can recognise how toys have changed over time.	I can use words relating to the passing of time.	I can design a toy suitable for a child at different time periods.	
Computing <i>Word processing</i>	To begin to learnt to touch type.	To understand how to use a word processor.	To understand how to add images to a text document.		To create a poetry book using sources from the internet.	To create a poetry book using sources from the internet.	To create a digital piece of writing.	