

## TREFONEN TERMLY CURRICULUM PROVISION OVERVIEW

TERM: Summer Term A Year 1 and 2	CLASS: Nightingales	Mrs Lewis Mrs Robson
MATHEMATICS	ENGLISH	SCIENCE
<p><b>Year 1</b></p> <p><b>Mass and Capacity:</b> mass capacity, full and empty.</p> <p><b>Multiplication:</b> counting in 10s, 5s and 2s, making and adding equal groups, making arrays, doubles and solving word problems.</p> <p><b>Division:</b> making and sharing equal groups, solving word problems</p> <p>Halves and Quarters: finding halves and quarters, solving word problems</p> <p><b>Fractions:</b> halves and quarters</p> <p><b>Position and Direction:</b> describing turns and positions</p> <p><b>Numbers to 100:</b> counting to 100, exploring number patterns, partitioning, comparing and ordering numbers, bonds to 100</p> <p><b>Time:</b> using before and after, calendars, telling the time to the hour/half hour, writing and comparing time, solving word problems</p> <p><b>Money:</b> recognising coins and notes, counting with coins</p> <p><b>Year 2</b></p> <p><b>Position and Direction:</b> describing movement and turns, making patterns with shapes</p> <p><b>Problem Solving and efficient Methods:</b> using number facts, equivalence and a 100 square, getting started, missing numbers, mental addition and subtraction, efficient subtraction, solving problems using the four operations</p> <p><b>Time:</b> telling and writing time to the hour/half hour, telling time to the quarter hour/5 minutes, minutes in an hour, finding and comparing durations of time, finding the end and start time, hours in a day</p> <p><b>Fractions</b></p> <p>Equal and unequal parts</p> <p>Recognise a half</p> <p>Find a half</p> <p>Recognise a quarter</p> <p>Find a quarter</p> <p>Thirds</p> <p>Unit and non-unit fractions</p>	<p style="text-align: center;"><b>Writing Roots – Key Texts</b></p> <p><b>Stanley's Stick</b></p> <p>Character description</p> <p>Speech</p> <p>Own version</p> <p><b>Wolves</b></p> <p>Description of the wolf</p> <p>Non-chronological report about wolves</p> <p style="text-align: center;"><b>Phonics – Year 1</b></p> <p>Unit 23 c k ck ch</p> <p>Unit 24 s</p> <p>Unit 25 j</p> <p>Unit 26 le mb kn gn wr</p> <p>Unit 27 tch sh ea s a o</p> <p>Unit 28 ing ed e+ing/ed</p> <p>Unit 29 s es</p> <p>Unit 30 re un root suffix</p> <p>Phonics screening</p> <p style="text-align: center;"><b>Spellings – Year 2</b></p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ʒ/ sound spelt s</p> <p>The suffixes –ment, –ness, –ful, –less and –ly</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in –tion</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>	<p><b>Growing Plants</b></p> <p>Explain that most plants produce seeds, which grow into new plants</p> <p>Explain that some plants grow from bulbs</p> <p>Set up an investigation to find out what happens to plants when they do not get what they need</p> <p>Observe and record different stages of plant growth</p> <p>Find out and describe what happens when plants do not have water</p> <p>Find out and describe what happens plants do not have warmth</p> <p><b>Naming and grouping Animals</b></p> <p>Name and group animals that can be kept as pets</p> <p>Name and group together common animals that are mammals</p> <p>Name and group common animals that are birds and reptiles</p> <p>Name and group common animals that are fish and amphibians</p> <p>Describe and compare the structure of common animals</p> <p>Name and group animals that are carnivores, herbivores and omnivores</p>
PHYSICAL & OUTDOOR EDUCATION	HISTORY	GEOGRAPHY
<p style="text-align: center;"><b>Athletics</b></p> <p>throwing, jumping, running</p> <p style="text-align: center;"><b>Games - Football</b></p>	<p style="text-align: center;"><b>Elizabeth II</b></p> <p><b>What was her life like?</b></p> <p>The baby Elizabeth</p> <p>1936 a momentous year for Elizabeth</p>	<p style="text-align: center;"><b>Zambia</b></p> <p>Zambia physical and human features</p> <p>Village of Mugurameno</p> <p>River Zambezi</p>

<p>attacking and defending games through activities such as football</p> <p><b>Outdoor &amp; Adventurous</b>          orienteering, parachute games</p> <p><b>Cricket</b>          Throwing and catching</p>	<p>Elizabeth's marriage to Philip          Elizabeth II's accession and coronation          Elizabeth II's public duties and service          Elizabeth II's reign comes to a close</p>	<p>People of Mugurameno          Daily life</p>
<b>RELIGION &amp; WORLD VIEWS</b>	<b>ART AND DESIGN</b>	<b>DESIGN TECHNOLOGY &amp; FOOD TECHNOLOGY</b>
<p><b>Sikhism</b>          Who is God to Sikhs?          Important people in my life and explain what makes them special          Story of Guru Nanak          Guru Granth Sahib</p> <p><b>Christianity</b>          What do Christians believe God is like?</p> <p>Creation Celebration          End of year celebration</p>	<p><b>Collage</b>          Castle and Sun by Paul Klee</p> <p>We will explore the work of Paul Klee.          We will draw imaginary places. We will then create a collage.</p>	<p><b>Food</b></p> <p>We will be designing a healthy fruit pot.          We will be investigating which foods are most suitable and will use simple utensils and equipment to peel, cut, slice and chop safely. We will be thinking about where a range of fruit and vegetables come from.</p>
<b>PSHE (Including RSE)</b>	<b>COMPUTING &amp; E-SAFETY</b>	<b>MUSIC</b>
<p><b>Relationships</b>          Families          Keeping safe          Friends and conflict          Secrets          Trust and appreciation          Celebrating my special relationships</p> <p><b>Changing Me</b>          Life cycles in nature          Growing from young to old          The changing me          Boys' and girls' bodies          Assertiveness          Looking ahead</p>	<p><b>Programming A – Robot Algorithms</b>          We will develop an understanding of instructions in sequences and the use of logical reasoning to predict outcomes. They will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p> <p><b>Real Life Computing</b>          Use the computer to research information safely and discuss e-safety.</p>	<p><b>Recognising Different Sounds</b>          Helping each other          The music man          Let's sing together</p> <p><b>Exploring Improvisation</b>          I wanna play in a band          Music is all around          Saying sorry</p>
<b>HAPPY CENTRED SCHOOLS</b>		<b>HOMEWORK</b>
<p><b>Support to and from others</b>          What does support mean?          Can I use the right tools to find support myself?          How can I listen to other people's opinions and ask them to listen to mine?          Can I reflect on the positive relationships in my life?          How can I support others?          How have I used the TALK model to gain support over the past few weeks?</p>	<p><b>Coping Skills</b>          What does it mean to cope?          How will I cope in different situations?          Why is it important to have good coping skills?          What skills do I need to cope and to help others?          What advice can I take from a superhero, to help myself and others cope?          What coping skills could I use in school?</p>	<p><b>Reading</b></p>