

TREFONEN TERMLY CURRICULUM PROVISION OVERVIEW

TERM: Summer Term A Year A (Blue)	CLASS: Nightingales	Mrs Day, Mrs Swannick and Miss Taylor
MATHEMATICS	ENGLISH	SCIENCE
<p>Year 1 Multiplication: counting in 10s, 5s and 2s, making and adding equal groups, making arrays, doubles and solving word problems. Division: making and sharing equal groups, solving word problems Halves and Quarters: finding halves and quarters, solving word problems Position and Direction: describing turns and positions Numbers to 100: counting to 100, exploring number patterns, partitioning, comparing and ordering numbers, bonds to 100 Time: using before and after, calendars, telling the time to the hour/half hour, writing and comparing time, solving word problems Money: recognising coins and notes, counting with coins</p> <p>Year 2 Position and Direction: describing movement and turns, making patterns with shapes Problem Solving and efficient Methods: using number facts, equivalence and a 100 square, getting started, missing numbers, mental addition and subtraction, efficient subtraction, solving problems using the four operations Time: 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 Weight, Volume and Temperature: comparing mass, measuring mass in grams and kilograms, comparing volume, measuring volume in millilitres and litres, measuring and reading temperature using thermometers.</p>	<p style="text-align: center;">Writing Roots – Key Texts</p> <p><i>Astro Girl by Ken Wilson-Max</i> Fact files about being astronauts Writing in role, commands, ‘how to’ guides <i>Lights on Cotton Rock by David Litchfield</i> Labelling, making lists, descriptions, diary entry, letters, narrative <i>Sidney, Stella and the Moon by Emma Yarlett</i> Fact files about the moon ‘Lost’ posters, labels, glossaries <i>Tadpole’s Promise by Jeanne Willis</i> Own version narratives Explanations, speech / thought bubbles, setting descriptions, extended explanations</p> <p style="text-align: center;">Phonics/Spellings – Year 1</p> <p>Unit 1/Unit 2 Revision Unit 3 Common exception words Unit 4: letter string ‘tch’, as in catch, fetch, kitchen Unit 5/Unit 6 adding ‘s’ and ‘es’ to words, as in cats, catches Unit 7 adding -ing, -ed Unit 8 adding -er and -est to adjectives, Unit 9 adding -er to a verb Unit 9 adding the prefix un-, as in Unit 10 using ‘k’ for the /k/ sound, as in sketch, kit, skin</p> <p style="text-align: center;">Spellings – Year 2</p> <p>Unit 1/Unit 2 revision Unit 4 ‘a’ before l and ll Unit 3 Common Exception words Unit 5 -ey as in key Unit 6 ‘o’ sound after w and qu Unit 7 ‘or’ after w Unit 8 ‘ar’ after w Unit 9 ‘s’ as in vision Unit 12 words ending in -tion</p> <p>Children will also be working on handwriting, speaking and listening, guided reading and comprehension activities relevant to their year group expectations.</p>	<p style="text-align: center;">Plants</p> <p>We will observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>

PHYSICAL & OUTDOOR EDUCATION	HISTORY	GEOGRAPHY
<p>Athletics throwing, jumping, running</p> <p>Games attacking and defending games through activities such as football</p> <p>Outdoor & Adventurous orienteering, parachute games</p> <p>Outdoor Learning</p> <ul style="list-style-type: none"> • make a spider web catcher • identify webs • make a nature walk bracelet. 	<p>Explorers or Exploiters?</p> <p>We will be finding out what explorers do, discovering the impact they have on our planet and learning about a diverse range of explorers from the past up until present day.</p> <p>Who are explorers and where have some explorers travelled in different periods of time?</p> <p>Which explorers may be thought of as exploiters in modern times?</p> <p>How important was Ibn Battuta as an explorer?</p>	<p>Hot and cold places</p> <p>Key Question: Where are the world's hot and cold places and what is it like there?</p> <p>We will identify, locate and learn about the features and the different animals that live in hot or cold places.</p>
RELIGION & WORLD VIEWS	ART AND DESIGN	DESIGN TECHNOLOGY & FOOD TECHNOLOGY
<p>Judaism What is the best way for a Jew to show commitment to God?</p> <p>Islam Does going to the Mosque give Muslims a sense of belonging?</p> <p>Creation Celebration End of year celebration</p>	<p>Sculpture</p> <p>Working with nature: Andy Goldsworthy: <i>'Nettle Stalks'</i> & <i>'Thorns of Hawthorn trees'</i></p> <p>We will explore the work of Andy Goldsworthy and make our own nature sculptures.</p>	<p>Food: Preparing Fruit and Vegetables</p> <p>We will be designing a healthy fruit salad for a Jubilee picnic. We will be investigating which fruits 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>
PSHE (Including RSE)	COMPUTING & E-SAFETY	MUSIC
<p>Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>Growing and changing Growing older; naming body parts; moving class or year</p> <p>Keeping safe Safety in different environments; risk and safety at home; emergencies</p> <p>Values:</p> <ul style="list-style-type: none"> • Love • Freedom • Independence 	<p>Programming A – Robot algorithms In this unit we will develop our understanding of instructions in sequences and the use of logical reasoning to predict outcomes. We will use given commands in different orders to investigate how the order affects the outcome and learn about design in programming.</p> <p>Programming B – An introduction to quizzes We will begin to understand that sequences of commands have an outcome, and make predictions based on our learning. We will use and modify designs to create our own quiz questions in Scratch Jr, and realise these designs in Scratch Jr using blocks of code.</p> <p>E-Safety Privacy and setting Copyright and ownership</p>	<p>Recorders</p> <p>How Does Music Make the World a Better Place?</p>
HAPPY CENTRED SCHOOLS		HOMEWORK
<p>Support to and from others 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>Coping Skills 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>Year 1: English weekly workout Phonics weekly work out Maths weekly Workout</p> <p>Year 2: English weekly workout Times tables weekly work out Maths weekly Workout</p>