

Books for this half term - Poems by Edward Lear (The Owl and the Pussy Cat, Calico Pie, The Jumblies), The Lost Words, Dogger

Key stage 1/2 Half termly subject overview 2020 - 2021

Summer 2021 - I live in the Esk Valley/I live on the coast

1 <sup>st</sup> half/2 <sup>nd</sup> half	Week 1: 12.04.21	Week 2: 19.04.21 <i>St George's Day (23<sup>rd</sup>)</i>	Week 3: 26.04.21	Week 4: 03.05.21 <i>May Day</i>	Week 5: 10.05.21	Week 6: 17.05.21	Week 7: 24.05.21
<b>English</b>	Holiday News, handwriting.  <i>PIRA and GaPs test</i>	Spellings and Handwriting  SPaG: Recap - nouns, adjectives, verbs and adverbs  Poetry The Owl and the Pussy Cat Glossaries Reciting Rhyming words	Spellings and Handwriting  SPaG: Tenses  Poetry Calico Pie/The Jumblies Who is speaking in a poem? Creating a speaker for own poem and writing a rhyming description. Drawing characters from a description and labelling it with rhyming words from a poem.	Spellings and Handwriting  SPaG: Plurals  Poetry The Jumblies Persuasive sentences. Class performance of 'The Jumblies'	Spellings and Handwriting  SPaG: Plurals  The Lost Words Focus on vocabulary, description and understanding. Creating vocabulary mats.	Spellings and Handwriting  Year 1: Spelling, SPaG and reading tasks. <i>Year 2: SAT week</i>	Spellings and Handwriting  SPaG:  The Lost Words What are lost words. Dictionary work.
<b>Maths</b>	Scofield and Sims  <i>PUMA test</i>	Scofield and Sims  White Rose Maths - Year 1 and 2 - Time	Scofield and Sims  White Rose Maths - Year 1 and 2 - Time	Scofield and Sims  White Rose Maths Year 1 and 2 - Fractions	Scofield and Sims  White Rose Maths Year 1 and 2 - Fractions	Scofield and Sims  White Rose Maths Year 1 - Maths tasks (consolidation work) <i>Year 2 - SAT week</i>	Scofield and Sims  White Rose Maths Year 1 and 2 - Fractions
<b>Science</b>	<i>Animals and their habitats</i> Describe how animals obtain their	<i>Animals and their habitats</i> Identify and name a variety of plants	<i>Animals and their habitats</i> Explore and compare the	<i>Animals and their habitats</i> Identify that most living things live in	<i>Animals and their habitats</i> Identify that most living things live in	<i>Animals and their habitats</i> Complete dioramas for habitats on land	<i>Animals and their habitats</i> Describe how animals obtain their

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<p>food from plants and under the water. "Show and Tell" time for the children to present their dioramas to the class. Encourage positive feedback from classmates.</p>	<p>and under the habitats to which they are suited and describe how different habitats provide for the basic needs of animals and plants, and how they depend on each other.</p>	<p>habitats to which they are suited and describe how different habitats provide for the basic needs of animals and plants, and how they depend on each other.</p>	<p>habitats to which they are suited and describe how different habitats provide for the basic needs of animals and plants, and how they depend on each other.</p>	<p>differences between things that are living, dead, things that have never been alive.</p>	<p>and animals in their habitats, including micro-habitats.</p>	<p>food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>History</p>
<p>Beginning to code (lesson 2)</p> <p>Purple Mash 2code (print out certificates once completed)</p> <p>Children to work with a partner to carry out tasks. Partner 1 - complete activity this week, partner 2 next week.</p>	<p>Beginning to code (lesson 1)</p> <p>Giving instructions to Beebots - can the children move the beebot around a course?</p> <p>Children to work with a partner to carry out tasks.</p>	<p>Beginning to code (lesson 2 part 1)</p> <p>Giving instructions to Beebots - can the children move the beebot around a course?</p> <p>Children to work with a partner to carry out tasks.</p>	<p>Introduction to coding/programming (lesson 1)</p> <p>Giving instructions.</p>	<p>Reminding children how to log onto computers/tablets - purple mash and Rockstar times tables, google classroom.</p> <p>Computing this term is the work that should have been carried out during lockdown.</p>	<p>Computing</p>	<p>Comparison of village now and village 100/150 years ago. What has changed? E.g. Land use, train lines, buildings, have the courses of any rivers/streams</p>	<p>History</p>

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						<p>changed, are wooded areas still there, is farm land still farm land? Research old photos of the village. To compare and contrast. Children to create a then and now chart to compare the different areas/buildings.</p>	
<b>Geography</b>	<p>UK - locate countries. Children to show on the map where North Yorkshire/Redcar and Cleveland are located. Enlarge the map with North Yorkshire/Redcar and Cleveland located on it can they locate the local villages and towns (Hinderwell, Easington, Staithes, Whitby).</p>	<p>Identify different areas of North Yorkshire Can the children identify national parks? Forests? Areas of natural beauty? (North Yorkshire Moors National Park, Dalby Forest, Yorkshire coast) What is it that makes them these areas? Identify on a blank topographical map of North Yorkshire.</p>	<p>Follow on lesson: Let's investigate the North Yorkshire Moors National Park. Location in North Yorkshire, size of the park, animals, weather, landscape. Children then to create a poster advertising the North Yorkshire Moors National Park.</p>	<p>Go for a walk around Hinderwell identifying features and taking pictures of the local area and specific buildings and land uses. Making notes of the features of the village. E.G land uses, church, war memorials, grave yard, shops, village hall, Drs building of importance, train stations. What do the children think is the oldest building they see? Which area did they like/didn't like?</p>	<p>Create visual maps of the village. Using an OS map of the village enlarged to A3 or larger, for whole class activity. Children to add photos of the various locations/buildings they visited on the walk last week. Labelling features on the map (whole class activity). Once completed children can make their own smaller A3 version.</p>		

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<p>Each session could be carried out over 2 lessons to ensure children understand and can carry out the tasks/activities correctly and confidently.</p>	<p>←</p>
<p>Cricket</p> <p>Confident Cricketer</p>	<p>Cricket</p>
<p>Cricket</p> <p>Skilful Scorer</p>	<p>Cricket</p>
<p>Cricket</p> <p>Super Striker</p>	<p>Cricket</p>
<p>Cricket</p> <p>Ferocious Fielder</p>	<p>Cricket</p>
<p>Cricket</p> <p>Brilliant bowler</p>	<p>Cricket</p>
<p>Cricket</p> <p>Cool catcher</p> <p>Lesson from Chance to Shine (Schools Sport Trust)</p> <p>Swimming - every Wednesday afternoon for 12 weeks</p>	<p>Cricket</p>
<p><b>PE</b></p>	
<p><b>Music</b></p> <p>Creating a Seascape Introduce the idea of a day at the seaside/on the sea. How could we represent this with sounds? In groups create a day at the sea - each group having a different atmosphere of the sea/beach. Tell the story with each group contributing their soundscape.</p> <p>Creating a Seascape Listen to Storm - Benjamin Britten. Discuss with key questions. As a class, create a graphic score to match the 1<sup>st</sup> minute of the sea. Perform their own day at the sea. Perform to class.</p> <p>Creating a Seascape Using their own graphic score, children to create a soundscape for their own day at the sea. Perform linked to the sea. Wellerman - a supply ship from the sea - My Bonnie Lies Over the Ocean with actions. Focus on tuning and not shouting.</p> <p>Folk Music/Sea Shanties Talk about songs linked to the sea. Wellerman - a supply ship from the sea. Weller Bros shipping company - singing about New Zealand chasing a whale and tea and rum as sailors to help sailors to work. Rhythm and beat work.</p> <p>Folk Music/Sea Shanties Listen to The Wellerman - a supply ship from the sea. Weller Bros shipping company - singing about New Zealand chasing a whale and tea and rum as sailors to help sailors to work. Rhythm and beat work. Add chime work. Add chime bars accompaniment to the song.</p> <p>Folk Music/Sea Shanties Learn another sea shanty - Donkey Riding. Talk about the meaning. Rhythm and beat work. Add chime bars accompaniment to the song.</p> <p>Folk Music/Sea Shanties Create a mini concert from all we have done this half term - some singing and some instrument work. We could perform it to EYFS children.</p>	

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<p><b>Art &amp; Design</b></p>	<p>Lines and patterns in nature using a range of pencils, chalk, graphite. Focus on use of control.</p>	<p>Make light and dark lines and patterns using pencil and charcoal.</p>	<p>Drawing of snails and other animals. Develop use of line and tone. (fossils - Jurassic coast line) Look at patterns on animals/in the environment. Creating patterns. Eg. snail sculptures/flower sculptures. Use plasticine, salt dough or clay to etch patterns into.</p>	<p>Children to use patterns drawn last week to create a clay patterned/ playdough disc with their patterns etched in it - use of clay tools.</p>	<p>Exploring textures from outdoors:  Leaf printing, natural object printing e.g. shells</p>	<p>Tree Rubbing/Fossil rubbings/Shell rubbings</p>	<p>Mixing paint and sand/soil</p>
<p><b>Design &amp; Tech</b></p>	<p>DT will be carried out in Summer 2</p>						
<p><b>RE</b></p>	<p>What can we learn from sacred books?  Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how</p>	<p>What can we learn from sacred books?  Introduce the Bible as a sacred text for Christians. Infant RE pg. 60 and 61</p>	<p>What can we learn from sacred books?  Introduce a sacred text for Muslims - Holy Qur'an, and/or Jewish people - Tenakh. Investigate how these books are used and treated - Torah (part of Tenakh): often read from scrolls in the</p>	<p>What can we learn from sacred books?  Read, act out and illustrate some stories Jesus told about what God is like (e.g. 'The lost sheep/Lost coin' Luke 15) and how to treat each other (e.g. 'The good Samaritan' Luke 10).</p>	<p>What can we learn from sacred books?  Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. 'Joseph and his brothers' (Genesis 37, 39-48); the story of Moses (book of Exodus);</p>	<p>What can we learn from sacred books?  Explore stories about Prophet Muhammad (e.g. 'Muhammad and the hungry stranger', 'The thirsty camel', 'The sleeping cat', 'Muhammad and Bilal', 'Muhammad and the rebuilding of the Ka'aba').</p>	<p>What can we learn from sacred books?  Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians.</p>

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		<p>'The call of Samuel' (1 Samuel 3); 'David and Goliath' (1 Samuel 17); 'Jonah' (Book of Jonah)</p>		<p>synagogue, beautifully written in Hebrew; Bible translated into lots of different versions to make accessible to all; Holy Quran kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad.</p>		<p>some books are more than special - they are from God.</p>	
	<p>Me and My Future</p>		<p>Where does money come from? Recap why we need money. Display pictures of various jobs and ask children what they think they show. Explain they show various jobs, what a job is and why we have jobs. Discuss what jobs/businesses parents/family have/do. Children to work in groups, given a job and children are to create a short role play. Rest of the class can guess what job it is.</p>		<p>Me and My Future</p>	<p>Money Discuss what we need money for. Children to use talk partners to find as things we need money for as possible. Sentence starter 'we need money for...'</p>	<p><b>PSHE and Citizenship</b></p>
	<p>Me and My Future</p>					<p>Where does money come from? (part 2 - twinkl) Discussion about jobs, and why it is important to learn. Not all jobs pay the same, and not everyone has the same opportunities.</p>	

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<p><b>British Values</b></p>			<p>Individual liberty</p> <p>How do I feel?</p> <p>I have different feelings and how I feel can be different from my family and friends.</p>		<p>Individual liberty</p> <p>Only one you.</p> <p>I am an individual. Everyone had similarities and differences but we are all still individual.</p>		<p>Individual liberty</p> <p>My many coloured day.</p> <p>How different colours can make us feel.</p> <p>How colours can relate to feelings.</p>
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