

Books for this half term - The Street Beneath our Feet, Bone Girl Stone Girl, Mary Anning (Big dreams little people). The Magic Faraway Tree (class reader)

Key stage 1/2 Half termly subject overview 2021 - 2022

Summer 2 - Beneath our Feet

1 st half/2 nd half	Week 6: 06.06.22 <i>Bank Holiday Monday Wednesday - Quad Kids - PM</i>	Week 7: 13.06.22 <i>Year 1 - phonics screening check Wednesday - Scarborough Rocks - Rotunda</i>	Week 8: 20.06.22 <i>Wednesday - Danby Moors Centre - Treasure Hunt trip R - Y2</i>	Week 9: 27.06.22	Week 10: 04.07.22 <i>PIRA PUMA GaPS tests Sports Day - first fine day Wednesday - Let's do Moors trip</i>	Week 11: 11.07.22	Week 12: 18.07.22 <i>Tuesday - Flamingo Land Thursday - Leavers assembly</i>
English	<p>Spellings/ Handwriting</p> <p>The Street Beneath our Feet</p> <p>Descriptive writing - describing a fossil. Planning a story - The Magic Fossil and the Land of the Dinosaurs.</p>	<p>Spellings/ Handwriting</p> <p>The Street Beneath our Feet</p> <p>Story writing using the plans from last week.</p> <p>Recount - trip to Scarborough Rocks.</p>	<p>Spellings/ Handwriting</p> <p>SPaG - Monday Year 1: Capital letters for names and days of the week. (Sp1) Year 2: Recapping pronouns (S2)</p> <p>SPaG - Tuesday Year 1: Capital letters for places and names of people. (Sp2) Year 2: Forming nouns using -er (S2)</p> <p>Recount - trip to Danby Moors Centre</p>	<p>Spellings/ Handwriting</p> <p>SPaG Year 1: Joining words and clauses with and. (S1) Year 2: Progressive tense (S2)</p> <p>Bone Girl, Stone Girl</p> <p>Fact sheet - Mary Anning Recount - how we excavated our fossil. Writing as though they are Mary Anning</p>	<p>Spellings/ Handwriting</p> <p>PIRA and GaPS tests:</p> <p>Monday - PIRA (Year 1 and 2) Tuesday - GaPS test (Year 1) Thursday - GaPS test (Year 2)</p>	<p>Spellings/ Handwriting</p> <p>SPaG Year 1: Punctuating sentences (S1) Year 2: Apostrophes for contractions (S2)</p> <p>Bone Girl, Stone Girl</p> <p>Persuasive writing</p>	<p>Spellings/ Handwriting</p> <p>SPaG Year 1: Punctuating sentences (S2) Year 2: Uplevelling sentences (S2)</p> <p>What I did in Year _____.</p>
Maths	<p>Schofield and Sims</p> <p>White Rose Maths Year 1: Fractions</p>	<p>Schofield and Sims</p>	<p>Schofield and Sims</p>	<p>Schofield and Sims</p>	<p>Schofield and Sims</p> <p>PUMA tests Monday - Year 1</p>	<p>Schofield and Sims</p> <p>White Rose Maths Year 1: Time</p>	<p>Schofield and Sims</p> <p>White Rose Maths Year 1: Time</p>

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	Year 2: Position and Direction	White Rose Maths Year 1: Position and Directions Year 2: Consolidation/ Moderation work.	White Rose Maths Year 1: Place Value (100) Year 2: Consolidation/ Moderation work.	White Rose Maths Year 1: Place Value (100) Year 2: Position and Direction	Tuesday - Year 2 White Rose Maths Year 1: Money Year 2: Weight and Mass	Year 2: Weight and Mass	Year 2: Weight and Mass
Science	Children colour and label the four main parts of a flowering plant - flower, stem, leaf and roots. They discuss the function of each of the four parts. Record progress of beans and sunflowers.	Seasonal changes - hours of daylight and daylight graph	Seasonal changes - Plants through the seasons	Seasonal changes - summer - picture and description, Why do plants grow well in the summer?	Seasonal changes - ordering the seasons with months	Plants - What do plants need to grow well? Growing cress in suitable/different locations	Plants - results from cress experiments. Celebration of learning for our topic of plants
Computing	Online Safety Purple Mash 1.1 Lesson 1 Safe logins	Online Safety Purple Mash 1.1 Lesson 2 My work area	Online Safety Purple Mash 2.2 Lesson 1 Searching and sharing	Online Safety Purple Mash 2.2 Lesson 2 Email using 2Respond	Online Safety Purple Mash 2.2 Lesson 3 Digital footprint	Making Music Purple Mash 2.7 Lesson 1 Introducing 2Sequence	Making Music Purple Mash 2.7 Lesson 2 Making music
History			Beneath our Feet Dinosaurs - Who has been in our classroom? Looking at dinosaurs and fossils	Beneath our Feet Mary Anning - What is she famous for? Read 'Stone Girl Bone Girl' (see literacy week 9)	Beneath our Feet Mary Anning - Who is she? Children create a time line.	Beneath our Feet Mary Anning - Fact file Children to research Mary Anning and create a fact file. (see literacy week 9)	
	Beneath our Feet	Beneath our Feet					

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<p>Geography</p>	<p>Volcanoes</p> <p>Volcanoes - location: Children to explore what is meant by a volcano and find out where they are located around the world.</p>	<p>Volcanoes</p> <p>Volcanoes - properties: After locating the different volcanoes around the world last week, the children this week will find out what makes a volcano and name the different parts of a volcano.</p>					
<p>PE</p>	<p>Swimming - Thursday afternoon</p> <p>Athletics Running</p> <p>Sprints Challenge 1: straight sprints Challenge 2: Relay sprint Challenge 3: Practice sprint for distance and stopwatch practice Challenge 4: Timed sprints for award</p>	<p>Swimming - Thursday afternoon</p> <p>Athletics Running</p> <p>Long distance running Challenge 1: HITTs running Challenge 2: Relay Challenge 3: Practice running and timing Challenge 4: Timed run</p>	<p>Swimming - Thursday afternoon</p> <p>Athletics Throwing</p> <p>4 challenge stations: Station 1 Javelin Station 2 Vortex / Tennis Ball Station 3 Hockey Ball Station 4 Technique</p>	<p>Swimming - Thursday afternoon</p> <p>Athletics Jumping</p> <p>4 challenge stations: Station 1: Standing long jump Station 2: Standing triple jump Station 3: Technique Station 4: Standing height jump</p>	<p>Swimming - Thursday afternoon</p> <p>Athletics Practicing all session in a round robin afternoon.</p>	<p>Sports Day Practice</p>	<p>Sports Day Practice</p>
<p>Music</p>	<p>Talk about topic Beneath our Feet and think about sounds you may be able to hear underground - collect ideas. Introduce the poem - The Underground</p>	<p>Use the rhythm of the words to speak chorally as they recite the verse. Clap the syllabic pattern of the verse. Can the children guess which word you stopped on?</p>	<p>Tell the children that for the next two sessions, they are going to create their own soundscape for their own underground dance, using the verse Listen to introduce each sound section. In groups think about what might be making a sound underground. Keep the ideas only for your group so the others can guess what it could be when you perform. Create a</p>	<p>Today we are going to change the last verse into a song. Introduce the word melody - we are going to create a tune or melody for the words. Talk about the feeling</p>	<p>Recap on the verse we wrote last week. Create a simple accompaniment to go with the verse. Practise song for Leaver's Assembly</p>	<p>Celebration of learning with musical games and highlights of the Beneath Our Feet topic.</p>	

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	Dance by Tony Mitton. Read through and see if the children can guess what is making each underground sound. Talk about the onomatopoeic nature of the words - scriter, clickety-clack, crrshhh, etc. Re-read and use body percussion to create sound effects for each sound underground.	Can they clap the rhythm back to you? Use instruments to accompany the poem so they need to select instruments to create the required sound. This could be done in groups with each group having a different sound from the poem to represent.	simple graphic score so you remember the order of what you hear underground and how the sounds will be made. They need to think about the required sound, length of the sounds, tempo (speed), rhythm and patterns, dynamics - louds and softs, layers of sound - are the children playing on their own or with others? Create your graphic scores. Select instruments to play. Rehearse.	of the song and what you want it to sound like. Should it be fast/slow, loud/quiet, high pitch or low pitch, especially at the end? In groups create a simple melody for each line. Each group, teach your version of the verse to the class.		
Art & Design	Session 3 and 4: Sculpting <ul style="list-style-type: none"> Design a 3D seaside souvenir clay tile looking at existing products to inspire ideas. Create the tile using 'slip and score' techniques to join pieces of clay together. When dried, decorate using acrylic paint. 		Session 5 and 6: Drawing <ul style="list-style-type: none"> Look at pencil drawings by Amiria Gale and discuss techniques used to create texture and depth in her drawings. Make observational drawings of shells in her style. <p>These sessions will continue into next half term</p>			
Design & Tech				Wheels and axels Children to create a movable vehicle using construction. Discuss wheels and axils and why they are important.	Wheels and axels Children to design and make a dune buggy using wooden wheels and dowels (axels). →	
RE	How should we care for others and the world, and why does it matter?	How should we care for others and the world, and why does it matter?	How should we care for others and the world, and why does it matter?	How should we care for others and the world, and why does it matter?	How should we care for others and the world, and why does it matter?	

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	Introduce the idea that each person is unique and important.	Talk about the benefits and responsibilities of friendship and the ways in which people care for others.	Read stories about how some people have been inspired to care for people because of their religious beliefs.	Having studied the teachings of one religion on caring, work together as a group to create a Thank You Event.	Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like.	Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account	
<i>PSHE and Citizenship (Health and Relationships - Espresso)</i>		<i>Growing and Changing</i> Lesson 1 Animal Babies		<i>Growing and Changing</i> Lesson 2 How have we changed?		<i>Growing and Changing</i> Lesson 3 A future me	
<i>British Values</i>			Individual Liberty Lesson 2: Only one you		Individual Liberty Lesson 3: My many coloured day		