



## Key Stage Summer 2

Mrs Craven, Miss Harrison/Mrs Kelly,  
Miss Winnard

### CORE SUBJECTS

#### ENGLISH

**Text focus:** Slug needs Hug, Godfrey is a frog, non-fiction texts about the life cycle of a frog

#### **Writing focus:**

1. A persuasive letter from the slug begging for a hug 2. A persuasive speech 3. Information writing on the life cycle of a frog

**Reading:** guided reading 30 minutes per day, class read 10 minutes per day, independent reading 20 minutes per day.

**Spelling, grammar and punctuation:** a range of grammar and punctuation embedded daily

**Phonics:** taught daily in groups with sounds appropriate to each child's phonic knowledge

#### RELIGION –

To understand the importance of rules.

To know how rules can help at home and in school.

To understand the reasons for rules in the Christian family.

To learn about the importance of being sorry and forgiving others.

To know that Jesus taught his disciples about forgiving.

To understand and learn about the sacrament of Reconciliation.

To understand why people give each other a Sign of Peace at Mass.

#### MATHS Year 1

Week 1: heavier and lighter, measure mass, compare mass, full and empty

Week 2: count in 2s, count in 10s, count in 5s, recognise equal groups

Week 3: add equal groups, make arrays, make doubles, make equal groups – grouping

Week 4: make equal groups – sharing, recognise half of an object or shape, find half of an object, recognise half of a quantity, find half of a quantity

Week 5: recognise and find quarter of an object or shape, recognise and find quarter of a quantity, describe position – left and right, forwards and backwards, describe position – above and below, ordinal numbers.

Week 6: days of the week, months of the year, tell the time to the hour, tell the time to the half hour

#### Year 2

Week 1: order lengths and heights, compare mass, measure in grams, measure in km, compare volume and capacity

Week 2: measure in mm, measure in l, temperature, intro to parts and whole, equal and unequal parts

Week 3: recognise half, find half, recognise quarter, find a quarter, recognise a third

Week 4: find a third, find a whole, unit fractions, equivalent half and 2 quarters, recognise 3 quarters

Week 5: find 3 quarters, count in fractions up to a whole, o'clock and half past, quarter past and quarter to, tell time past the hour

Week 6: tell time to the hour, tell the time to 5 minutes, minutes in an hour, hours in a day

#### SCIENCE – Seasonal Changes/Plants

To recognise evergreen trees

To recognise deciduous trees

To look at plants in the local area

To observe seasonal changes - Summer

To observe seasonal changes – Summer, collect and record data

What are the main changes in each season?

#### Computing—Algorithms and debugging

- Decompose a game to predict the algorithms.
- Give a definition for 'decomposition'.
- Write clear and precise algorithms.
- Create algorithms to solve problems.
- Use loops in their algorithms to make their code more efficient.
- Explain what abstraction is.

Continued

#### RHE— Created and loved by God

Children will understand that:

- We are created individually by God
- God wants us to talk to Him often through the day and treat Him as our best friend
- God has created us, His children, to know, love and serve Him •
- We are created as a unity of body, mind and spirit: who we are matters and what we do matters
- We can give thanks to God in different ways

#### PHSE -

Health and well being activities



**TOPIC – What can you see at the coast?**  
**Geography focus**

To identify geographical characteristics of the UK

To locate the seas and oceans surrounding the UK.

To explain what the coast is.

To identify human and physical features of a coastline

**Music - Reflect, rewind and replay**

A range of listen and appraise, musical and performance activities throughout the unit

**D&T—Making smoothies (part of Healthy Schools Week)**

- Describe fruits and vegetables and explain how to identify fruits.
- Name a range of places that fruits and vegetables grow.
- Describe basic characteristics of fruit and vegetables.
- Prepare fruits and vegetables to make a smoothie

**Art—sculptures and 3D**

- Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.
- Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.
- Roll a smooth tile surface.
- Join clay shapes and make marks in the tile surface to create a pattern.
- Draw a house design and plan how to create the key features in clay.
- Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.

**PE—unit-hockey and tennis**

**Games—Year 1**

I throw underarm

I hit a ball with an implement

I move and stop safely

I throw and catch with both hands

I throw and kick in different ways

**Games—Year 2**

I use hitting, kicking and/or rolling in a game.

I can decide the space I need to be in during a game.

I can use basic tactics in a game.

I follow the rules of the simplified games.

**Athletics—Year 1**

I can change speed when running.

I can throw in different ways dependent on equipment being used.

**Athletics—Year 2**

I can change speed when running and say why I have changed and adapted my speed.

I can use different basic throwing techniques.

I can jump using arms for flight and land safely with bend knees.