

KS1 – Year One

Year 1 Sapphire and Kyanite	Term 6 Summer 2	Enquiry Theme	Wacky Weather
		Enquiry Question	
Role play	Inside	Garden centre/ Flower shop	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading Predicting what might happen on the basis of what has been read so far Making inferences on the basis of what is being said and done ** refer to LTP for ongoing objectives	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Participate in discussion about what is read to them, taking turns and listening to what others say						
English- writing Composition Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and	Recounts Imitation Cold task – recount of their holiday Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Sharing what they have written with friends. Where they went. Create a holiday book.	Recounts Innovation Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Innovate the recount about themselves – recount something they have Acting out different parts. Describing settings	Recounts Independent application Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Write their recount on an activity. done.	Story telling Imitation Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Learn the story of coming to England	Story telling Innovation Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Innovate their story thinking of new ideas about their move to Year 2.	Story telling Independent application Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Story telling Independent application Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils

	Learning a recount of Barnaby's holiday.						
English- phonics Phase 5B p.1-36 REAch2 Staple Diet	Refer to Little Wandle Scheme for phonics and reading – Summer 2						
English- spelling Apply simple spelling rules and guidance Using the prefix un-	Practising tricky words, linked to phonic input Practising use of suffixes -ing, -ed, -er, -est Apply simple spelling rules and guidance Using the prefix un- Numbers to 20						
English- vocabulary, grammar and punctuation Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark High frequency word list practise Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and						
English- handwriting Numbers 10-20 spacing Practising ch unjoined Introducing diagonal join to ascender ch Practising ai unjoined Introducing diagonal join, no ascender ai Practising wh unjoined Introducing horizontal join to ascender wh Practising ow unjoined Introducing horizontal join, no ascender ow	Numbers 10-20 Practising ch unjoined	Introducing diagonal join to ascender: ch. Practising unjoined ai	Introducing horizontal join to ascender wh Practising ow unjoined.	Introducing the diagonal join, no ascender – ai Practising wh unjoined.	Introducing horizontal join, no ascender ow	Practising descender and ascenders	
Maths Number: Place Value within 100 Measurement: Money Time	Turns and position	Counting to 100 Comparing and ordering numbers	Recognising coins/notes	Recognising coins/notes	Before and after Dates Time to the hour	Time to the half hour	consolidation
Science: seasons Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Understand different types of weather. Know that weather forecasters tell us what weather to expect.	Explore different seasons and the weather that is associated with them.	Observe how shadows change throughout the day. Understand what happens to the day	Measure rainfall.	Observe how wind direction changes.	Understand temperature change.	

		Know what happens in different seasons. Identify the similarities and differences between different seasons.	length in different seasons.				
History							
Geography Use geographical language to describe places (river, wood, hills, stream) Talk about a place where the weather is different e.g. Australia, north pole, south pole etc) Talk about seasonal changes in the weather Use different sources of information to find out about different weather	To identify the link between seasons and weather. Name and identify the four seasons Identify weather types	To identify the characteristics of a season. Name and identify the four seasons Identify weather types	To recognise weather patterns in UK Locate weather patterns in the UK Identify weather symbols and understand their meaning	To recognise the impact of a key person for weather	To understand the role of a weather reporter	To analyse weather data of different UK countries Read and interpret data	
Art and design Describing the differences and similarities between different practices and disciplines and making links to their own work. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.							
Design and Technology Design purposeful, functional, appealing products for themselves and other users based on design criteria Investigate and analyse a range of existing products. Use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (functional properties & aesthetic qualities). Select from and use a wide range of tools and equipment to perform practical tasks. components, including construction materials, textiles and ingredients, according to their characteristics. NC: generate, develop, model and communicate their ideas through discussion, diagrams, drawing,	Know the names and groups of fruit and vegetables. Know how ingredients lists give information. Know how to carry out taste testing and describe the ingredients	Know where different fruits come from	Know how to create and evaluate a simple survey to determine preferences	Know how we keep healthy and which foods are needed for a healthy diet. Know that fruit contains sugar. Understand what is an allergen.	Know how to design a smoothie from survey feedback. Know how to test and re-evaluate.	Know how to use utensils and equipment safely. Know how to produce a final piece, taking on board feedback and self-evaluation.	

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templates, mock-ups and computer-aided design.							
Music Unit 12 Use voices to create descriptive sounds Use instruments to create descriptive sounds Understand musical structure by listening and responding through movement Create a picture in sound	Use voices to create descriptive sounds	Use instruments to create descriptive sounds		Understand musical structure by listening and responding through movement	Create a picture in sound		
Computing Unit 1.6 We are detectives- using data to solve clues How data can be structured as records with fields for information How data can be organised into groups and subgroups How data can be structured as a tree How data can be organised into a table How data in a table can be filtered and searched.	Explore the dataset as printed cards	Explore the dataset as virtual cards in Popplet	Organise data into a tree, using questions to create subgroups	Input data from the cards to an online form	Create filters on a spreadsheet to identify subsets of the data	Use the spreadsheet to solve clues about the pirates.	
PE	Hit, Catch, Run Unit 2: To catch a ball over short distance	Hit, Catch, Run Unit 2: To begin to hit a ball with power	Hit, Catch, Run Unit 2: To position ourselves in the path of the ball	Hit, Catch, Run Unit 2: To field the ball to a base	Hit, Catch, Run Unit 2: To catch a high ball	Hit, Catch, Run Unit 2: To stop the other team from scoring points	
	Run, Jump, Throw Unit 2: To use agile movements in different activities	Run, Jump, Throw Unit 2: To recognise start/end of an activity	Run, Jump, Throw Unit 2: To develop stamina when running	Run, Jump, Throw Unit 2: To develop core strength to improve throwing	Run, Jump, Throw Unit 2: To stride and jump for height	Run, Jump, Throw Unit 2: To choose the best starting position for running quickly	
RE Judaism Rosh Hashanah and Yom Kippur	Engagement: Forgiveness	Investigation The start of Rosh Hashana	Investigation Looking forward to Year 2 and what they will achieve there	Investigation Yom Kippur and reflection	Evaluation The importance of Rosh Hashana to Jewish children	Expression How can they achieve their goals for year 2?	Consolidation
PSHE and Citizenship Changing Me Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that animals including humans have a life cycle	Life cycles	Changing me	My changing body	Boys and Girls bodies	Learning and growing	Coping with changes	Consolidation

<p>Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know that learning brings about change</p>							
MfL							
Visits/ visitors							
<p>REAch2 11 before 11 Promises</p>	<p>Create Something Amazing</p> 						