



Literacy Genre:

- Fiction stories

Focus from School Improvement

Plan

Greater Depth Writing
 Reading Comprehension
 Handwriting
 Spelling



Numeracy

Reception - Maths Mastery
 Measures
 Shapes



Reading Themes

Journeys and historical people.

CLASS: 1 and 2 YEAR GROUPS: Reception, Year 1 and 2

MEDIUM TERM PLANNING OVERVIEW

TERM: Summer 1

NUMBER OF WEEKS: 4

THEME: Time Travellers

FABULOUS FINALE!

Magic Key journey

WOW STARTER!

Bones and stones.

LINKS TO BRITISH VALUES

Democracy: School council, Brexit

Rule of Law: Brexit

Individual Liberty: Believe in yourself

Mutual Respect: Mental Health Awareness Week

Tolerance: Mental Health Awareness

ASSEMBLY THEMES

Language of the Month





May - Yoruba




Social Development: Stranger danger



Moral Development: Mental Health Awareness Week

Spiritual Development: Mental Health Awareness Week

Cultural Development: St. George's Day, Ramadan

EYFS CURRICULUM AREA		YEAR GROUP EYFS 1 and 2 THEME Time Travellers
Personal, Social & Emotional Development	 Citizenship	Relationships
Physical Development	 PE	Athletics Cricket/rounders (ball striking games)
Understanding The World	 Science	<p><u>Year 1</u> Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? Can they identify and name a range of common plants and trees? Can they recognise deciduous and evergreen trees? Can they name the trunk, branches and root of a tree? Can they describe the parts of a plant (roots, stem, leaves, flowers)?</p> <p><u>Year 2</u> Can they describe what plants need to survive? Can they observe and describe how seeds and bulbs grow into mature plants? Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?</p>
	 Geography/History	<p><u>History</u></p> <p><u>Year 1</u> - Can they use words and phrases like: old, new and a long time ago? Can they tell me about things that happened when they were little? Can they recognise that a story that is read to them may have happened a long time ago? • Can they explain how they have changed since they were born?</p> <p><u>Year 2</u> - Can they use words and phrases like: before I was born, when I was younger? Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? Can they use the words 'past' and 'present' accurately? Can they use a range of appropriate words and phrases to describe the past? Can they sequence a set of events in chronological order and give reasons for their order? Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they</p>

		<p>did later? Can they explain why Britain has a special history by naming some famous events and some famous people? Can they explain what is meant by a parliament? Can they research the life of a famous Briton from the past using different resources to help them? Can they research about a famous event that happens in Britain and why it has been happening for some time? Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p>
	 <p>RE</p>	<p><u>Year 1 and 2</u></p> <p>Creation story. Symbols of Christianity and Islam belonging. What does it mean to belong to a faith community?</p>
	 <p>ICT</p>	<p><u>Algorithms and programs</u></p> <p>Year 1 - Can they begin to plan and test a Bee-bot journey? Do they recognise what an email address looks like? Have they joined in sending a class email?</p> <p>Year 2 - Can they find information on a website? Can they click links in a website? Can they print a web page to use as a resource? Can they send and reply to messages sent by a safe email partner (within school)? Can they word process a piece of text? Can they insert/delete a word using the mouse and arrow keys? Can they highlight text to change its format (B, U, I)?</p>
<p>Exoressive Arts & Design</p>	 <p>Art/DT</p>	<p><u>Art</u></p> <p><u>Year 1</u> - Can they create moods in their drawings? Can they draw using pencil and crayons? Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</p> <p><u>Year 2</u> - Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings?</p> <p><u>DT</u></p> <p><u>Year 1</u> - Can they describe how different textiles feel? Can they make a product from textiles by gluing? Can they explain what they are making? Can they explain which tools are they using?</p> <p><u>Year 2 - Mechanisms and constructions</u> - Can they join materials together as part of a moving product? Can they add some kind of design to their product? Can they make sensible choices as to</p>

		<p>which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they incorporate some type of movement into models? Can they consider how to improve their construction?</p>
	 <p>Music</p>	<p>Rhythm African beat</p>
	 <p>French</p>	<p>Days of the week</p>