	Autumn Term
Religious Education	**The Chosen People** • Can you describe some of the choices that Abraham made because of his belief in God? • Can you retell the story of Abraham? • Do you recognise that Moses is a key figure in the history of the people of God? • Can you describe the life and the work of Moses? • Can you retell the story of Daniel in the Lion's Den? • Can you ask questions that you wonder about the story of Abraham, Moses and Daniel in the Lion's Den? **Mysteries** • Do you understand that a mystery is something that we ponder on and cannot be solved? • Do you understand what is meant by the Holy Trinity and do you understand why we use symbols to help us understand this? • Can you describe the season of Advent and the preparations that we make during this time? • Can you retell the story of the annunciation? • Can you retell the story of Jesus' birth? • Can you retell the story of the 'Three Wise Men? **Other Faith Visit** • Do you understand that people believe in many different religions? • Can you see any similarities or differences between the Catholic religion and the Salvation Army? **Judaism** • **Prayer/home** - Why Saturday is God's special day? • Why do Jewish people celebrate Shabbat? Q What make Shabbat special? • **Shabbat Families gather** - How does each member of the family take part in Shabbat? • How do you think the children feel when they are blessed by their parents? • **Shabbat the day for God, the day of rest** - What would see, hear, taste or smell during Shabbat? Q How will the next day be different?

Collective Worship	- God's Dream – Can you reflect on your relationship with Jesus and think about the year ahead? Do you understand that God's dream for their lives is far more fulfilling than material riches? - Planning for the future – Can you look ahead with hope and reflect on how Jesus will help you to plan for the future? Do you understand that life is better when we invite Jesus to be with us always and in every part of our lives? - Discuss themes of loss and learn that they can be lost and found too. - Do you know that we are very precious to Jesus? - Have an opportunity to say sorry and ask Jesus to find them. - Children will: - Consider how wealth and resources can be used responsibly or irresponsibly. - Know that irresponsible behaviour affects how much they will be trusted in the future. - Identify when they are putting themselves first and how instead to put God first. - The Mustard Seed - Consider the true meaning of wealth. - Learn that the way in which we use our time, qualities and material possessions affects our ability to live life to the full. - Identify in themselves and others good qualities to be treasured and shared. - The Ten Lepers - To develop ways of responding gratefully to God's healing presence in our lives. - Praying - Children will learn that: - God wants us to pray continually and seek Him in every aspect of our lives. - We don't always have to pray with words – we can be creative and use our bodies. - Zacchaeus - Children will learn that: - No matter who we are or what we have done, when we say sorry (repent), Jesus offers us His forgiveness. - Jesus wants us to give our lives to Him, so that He can change them for the better. - Times of trouble - Children will: - Identify key people they can go to for support. - Consider how they can support others. - Learn about how Aid to the Church in Need supports persecuted Christians around the world. - Feast of Christ the King - children will: - Understand that Jesus invites everyone to say 'yes' to His love and mercy. - We say 'yes' just by saying sorry for the things we might have done wrong. - Have an opportunity to accept Jesus as their king. - Advent - Children will understand that: - We can prepare for Christmas in different ways. - When Jesus asks us to prepare, He is talking about preparing ourselves, which often involves changing our behaviour.

	• Advent - Children will understand that: - It's important to prepare our hearts for Jesus' coming at Christmas. - In order to find peace in our own hearts, we first need to make peace with others. • Advent - Children will understand that: - Advent is time of preparation for the coming of Jesus at Christmas and also at the end of time. - The Good News of Jesus is the source of all our joy. - We can ask God to help us become more aware of joy in our lives and to share this joy with others.
English -Reading	**Guided Reading text** – The Owl who was Afraid of the Dark – By Jill Murphy The Bolds – By Julien Clary **Class Reading book** – Selection of poems **Focus:** Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Work unfamiliar words until automatic decoding has become embedded and reading is fluent. **Developing pleasure in reading and motivation to read** • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently. • Sequence and discuss the main events in a story and recount. • Recognise the use of repetitive language in a poem/ text and across texts. **Understanding books which they can read by themselves and those which are read to them** • Identify, discuss and collect favourite words and phrases • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Use morphology to work out the meaning of unfamiliar words • Use tone and intonation when reading aloud. • Activate prior knowledge and raise question. • Check that texts make sense while reading and self-correcting. • Explain and discuss their understanding, giving opinions and supporting with reasons. • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. • Make inferences about characters and events using evidence from the text • Make predictions of what has been read so far. **Participating in discussion** • Participate in discussion about what is read to them, taking turns and listening to what others say. • Make contributions in whole class and group discussion • Consider other points of view • Listen and respond to contributions from others.
English-Writing	Genre Focus: • Character Descriptions,

	- Setting Descriptions, - Diary entries, - Letter writing, - Story writing, - Poetry
English-EPGS	Autumn Focus: - Adjectives, verbs, nouns, adverbs - Noun Phrases - Commas in a list - Coordinating and Subordinating Conjunctions - Contractions
Maths	**Please see hyperlinks** **Number: Place Value -** https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-2-Autumn-Block-1-Number-Place-Value.pdf **Number: Addition and Subtraction -** https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-2-Autumn-Block-2-Number-Addition-and-Subtraction.pdf **Number: Measurement and Money -** https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-2-Autumn-Block-3-Measurement-Money.pdf
Science	<u>Animals including humans</u> - Can you describe the basic needs of humans? - Can you describe the importance of exercise? - Do you understand that animals have off spring and grow into adults? - Can you describe how animals obtain their food from plants and other animals, using the idea of a simple food chain? - Can you research the scientist Louis Pasteur?
Art	<u>Printing, rolling, rubbing & stamping, Secondary Colours, Black Tones</u> - Can you create a print using pressing, rolling, rubbing and stamping? - Can you mix paint to create secondary colours? - Can you use repeated patterns? - Can you make black tones?
Computing	<u>Coding</u> - Do you understand what an algorithm is? - Can you create a computer program using simple algorithm? - Can you compare the Turtle and Character objects? - Can you use the button object? - Do you understand how use the Repeat command?

	• Do you understand how to use the Timer command? • Do you know what debugging means? • Do you understand the need to test and debug a program repeatedly? • Can you debug simple programs? • Can you create programs using different kinds of objects whose behaviours are limited to specific actions? • Can you predict what the objects will do in other programs, based on your knowledge of what the object is capable of? • Can you discuss how logic helped you understand that you could only predict specific actions, as that is what the objects were limited to? • Can you use all the coding knowledge, you have learned throughout your programming lessons to create a more complex program that tells a story? **Online Safety** • Do you know how to refine searches using the Search tool? • Do you know how to share work electronically using the display boards? • Can you use digital technology to share work on Purple Mash to communicate and connect with others locally? • Do you have some knowledge and understanding about sharing more globally on the Internet? • Do you understand how 2Repond can teach about how to use email? • Can you open and send an email to a 2Respond character? • Can you discuss your own experiences and understanding of what email is used for? • Can you say what makes us feel happy and what makes us feel sad? • Can explain what a digital footprint is? • Can you give examples of things that you wouldn't want to be in your digital footprint? **Spreadsheets** • Can you explain what rows and columns are in a spreadsheet? • Can you open, save and edit a spreadsheet? • Can you add images from the image toolbox and allocate them a value? • Can you add the count tool to count items? • Can you use copying a pasting to help make spreadsheets? • Can you use tools in a spreadsheet to automatically total rows and columns? • Can you use a spreadsheet to solve a mathematical puzzle? • Can you use images in a spreadsheet? • Can you work out how much you need to pay using coins by using a spreadsheet to help calculate? • Can you create a table of data on a spreadsheet? Can you use the data to create a block graph manually?
Design and Technology	Soup – linked to healthy eating/ Salad for Rudolph

	Design
	• Can you design an appealing products (soup/ Salad For Rudolph) for themselves and other users based on design criteria?
	• Can you generate, develop, model and communicate your ideas through talking, drawing and where appropriate, information and communication?
	Make
	• Can you select from and use a range of equipment to perform practical tasks [for example, cutting, shaping finishing]
	• Can you select from and use a wide range of materials and components, including ingredients, according to their characteristics?
	Evaluate
	• Can you explore and evaluate a range of existing products?
	• Can you evaluate your ideas and products against design criteria?
Geography	**Where we Live**
	• Can you name and locate the seven continents of the world and locate and the UK on a world map?
	• Can you identify the countries and capital cities of the UK?
	• Can you identify features and characteristics of the countries of the UK?
	• Can you identify human and physical features of the town that you live in – Whitehaven?
	• Using an aerial view of Whitehaven, can you create a map of Whitehaven?
History	**Florence Nightingale, Mary Seacole and Edith Cavell**
	• Do you understand what the conditions were like in the hospital in Scutari before Florence made any changes?
	• Do you understand that this is why many of the soldiers died – not because of their injuries?
	• Can you compare and contrast a hospital ward in Scutari before Florence arrived, after she had made the changes and a modern day hospital?
	• Using books and the internet can you research similarities between nurses now and a nurse in Victorian times?
	• Do you understand what the journey would have been like for Florence Nightingale from Britain to Scutari?
	• Can you recall and explain facts about Mary Seacole?
	• Can you compare Florence Nightingale, Mary Seacole and Edith Cavell?
	• How do the herbal remedies that Mary Seacole used different to the medicines today?
	• Can you develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out how Edith Cavell helped soldiers?
Music	• Can you use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus?

	• After listening, can you talk about the song and answer the questions together using correct musical language? • Can you find the pulse, use your imagination. Choose an animal and find the pulse? • Can you listen to the rhythm and clap back? • Can you listen and sing back with added vocal warm-ups? • Can you use your voices to copy back this time? • Can you listen, sing back and some direct vocal warm-ups? • Can you use your voices to copy back using 'La'? • Can you listen and appraise rhythm In The Way We Walk by Joanna Mangona? • Can you listen and appraise 'The Planets:Mars' by Gustav Holst Rhythm In The Way We Walk by Joanna Mangona ? • Can you listen and appraise Tubular Bells by Mike Oldeld, The Banana Rap, Happy by Pharrell Williams and When I'm 64 by The Beatles? • Can you play flexible games, do vocal warm ups c and continue to learn The Banana Rap? • Can you prepare for the end-of-unit performance?
P.E.	Co-ordination & Agility Movement & Gymnastics
Personal, Social and Health Education	**Road Safety** • How we can stay safe when crossing the road and travelling in a vehicle?

Spring Term

Religious Education	**The Good News** • Can you retell the story of Jairus' Daughter? • Can you ask some questions which Jairus may have asked Jesus? • Do you know some of these questions are hard to answer? • I know some of these questions are hard to answer. • Can you ask and respond to questions about the feelings of Jesus and the Ten Lepers? • Can you retell the story of the Ten Lepers? • Can you ask and respond to questions about saying 'Thank you'? • Can you retell the story of the Feeding of the 5000? • Can you use religious words to describe some of the signs and symbols of Lent? • Can you describe some ways that people act in Lent? • Can you describe some ways in which people can be 'good news' to others?

	The Mass • Can you retell the story of the Last Supper? • Can you describe some of the signs and symbols of Lent including Ash Wednesday? • Can you describe some of the signs and symbols of the Mass? • Do you understand that Mass is a celebration? • Do you understand that we say sorry at the beginning of Mass? • Do you understand that the readings are very important and that we have to listen carefully to the message? • Do you understand that during the offertory we are offering invisible gifts to God? • Can you describe some ways that you can put the command at the end of Mass into action?
Collective Worship	• The Greatest Gift- Do you understand that Jesus is the greatest gift? • We are family – Baptism of the Lord do you understand that you too can accept a place in God's family? • Knowing me, Knowing Him – Do you know that through Jesus' baptism He was revealed to be God's son? • Follow the Leader – How can we follow Jesus? Do you know that the disciples unquestionably left their fishing boats and followed Jesus? • It's the Little Things that Count – Do you understand what faithfulness is? (The Presentation of the Lord) • Shine His Light – Which gifts can you use to 'shine' for Jesus? • Above and Beyond – How can you go above and beyond? (Story of St Teresa of Calcutta) • It is written- Do you understand that trusting in God and His word helps us to avoid temptation? • On the Mountain – Do you understand the Transfiguration and its effect on us, as we are invited to surrender to Jesus who can shine through us? • Living Water – Do you understand how our souls get thirsty when we struggle to be joyful, patient and loving and at times like this, we need the 'Living Water' of the Holy Spirit to satisfy our thirst? • Eyes to see – Do you understand that that when we believe in Jesus, we have eyes to see Him as He really is: the Son of God? (Linked to the gospel of Jesus miraculously giving someone their sight.) • A Fresh Start – Through the resurrection story of Lazarus – do you understand that though we may sin, as Christians we can turn back to God and receive a second chance, a 'new life'?
English -Reading	**Guided Reading text** – Matilda – By Roald Dahl Selection of non- fiction texts based on 'The Great Fire of London' and 'Africa' Word Reading Letters and Sounds Phase 6. ▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.

- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *shoulder, roundabout, grouping.*
- Read words containing common suffixes e.g. *–ness, -ment, -ful, -ly.*
- Read further common exception words, noting tricky parts.
- Read frequently encountered words quickly and accurately without overt sounding and blending.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.
- Uses tone and intonation when reading aloud.
    - Read longer and less familiar texts independently.

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry.
- Sequencing and discussing the main events in stories.
- Retelling a wider range of stories, fairy tales and traditional tales.
- Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.
- Discussing how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.*
- Identifying, discussing and collecting favourite words and phrases.
- Recognising use of repetitive language within a text or poem e.g. *run, run as fast as you can* and across texts e.g. *long, long ago in a land far away…*
- Make personal reading choices and explain reasons for choices.

Understand both the books they can already read accurately and fluently and those that they listen to by:

- Introducing and discussing key vocabulary within the context of a text.
- Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.
- Activating prior knowledge and raising questions e.g. *What do we know? What do we want to know? What have we learned?*
- Checking that texts make sense while reading and self-correct.
- Making predictions using evidence from the text.

	▪ Making inferences about characters and events using evidence from the text e.g. *what is a character thinking, saying and feeling?* Participating in discussion about what is read to them, taking turns and listening to what others say: ▪ Making contributions in whole class and group discussion. ▪ Listening and responding to contributions from others. ▪ Giving opinions and supporting with reasons e.g. *Was Goldilocks a good or bad character?* ▪ Considering other points of view. Explaining clearly their understanding of what they read themselves and what is read to them: Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.
English-Writing	Genre Focus: • Character Descriptions, • Setting Descriptions, • Diary entries, • Letter writing, • Story writing, • Poetry • Newspaper reports (Great Fire of London) • Information texts
English-EPGS	Spring Focus: • Adjectives, verbs, nouns, adverbs • Noun Phrases • Commas in a list • Coordinating and Subordinating Conjunctions • Contractions • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Statements, questions, commands and exclamation sentences • Past and Present • Singular and plural
Maths	Please see hyperlinks https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/

	Multiplication and Division https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Year-2-2018-19-Spring-Term-Block-1-FINAL.pdf Statistics https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Year-2-2018-19-Spring-Term-Block-2-FINAL.pdf Geometry- Properties of Shape https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Spring-Year-2-2018-19-Block-3-FINAL.pdf Fractions https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/SOL-Year-2-2018-19-Spring-Term-Block-4-FINAL.pdf Measurement: Length and Height https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Year-2-2018-19-Spring-Term-Block-5-FINAL.pdf Consolidation
Science	## Uses of Everyday Properties • Can you identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses? • Can you find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching? • Can you find out about people who have developed useful new materials including John Dunlop, Charles Macintosh or John McAdam? • Can you ask simple questions and recognise that they can be answered in different ways? • Can you observe closely, using simple equipment? • Can you perform simple tests? • Can you identify and classify? • Can you use your observations and ideas to suggest answers to questions? • Can you gather and record data to help in answering questions? ## Living Things and Their Habitats • Can you explain if something is living, dead or never been alive and link it to the life processes? • Can you ask questions to decide if a thing is living, dead or has never been alive? • Can you identify some plants and animals in global habitats? • Can you draw a map of a local habitat? • Can you sort objects into categories and give reasons for your choices? • Can you identify and name minibeasts in microhabitats? • Can you gather and record information? • Can you suggest how an animal is able to survive in their habitat? • Can you answer questions about habitats you have researched? • Can you explain why the animals in a habitat need the plants? • Can you draw a simple food chains?

Art	**Great Fire of London – Collage**
	- Can you use a range of materials creatively to design a college based on 'The Great Fire of London'?
	- Can you develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space when creating your collage?
	Africa- William Morris- compare to Henri Rousseau
	Can you create an African patterns looking closely at how William Morris used pattern?
	Can you create a printing pad?
	How did Henri Rousseau create jungle animals in his work?
Computing	**Questioning**
	- Do you understand that the information on pictograms cannot be used to answer more complicated questions?
	- Can you use a range of yes/no questions to separate different items?
	- Do you understand what is meant by a binary tree?
	- Can you design a binary tree to sort pictures of children?
	- Do you understand that questions are limited to 'yes' and 'no' in a binary tree?
	- Do you understand that the user cannot use 2Question to find out answers to more complicated questions?
	- Can you match the 2Simple Avatar pictures to names using a binary tree?
	- Do you understand what is meant by a database?
	- Can you use a database to answer simple and more complex search questions?
	Effective Searching
	- Can you recall the meaning of key internet terms?
	- Can you completed a quiz about the Internet?
	- Can you identify the basic parts of a web search engine search page?
	- Can you "read" a web search results page?
	- Can you search for answers to a quiz on the internet?
	- Can you create a leaflet to consolidate your knowledge of effective Internet searching?
Design and Technology	**Designing and Making Tudor Houses**
	Design
	- Can you design a purposeful, functional, appealing products for themselves and other users based on design criteria of a Tudor Home?
	- Can you generate, develop, model and communicate your ideas of a Tudor home through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology?
	Make
	- Can you select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing when making your Tudor House?
	- Can you select from and use a wide range of materials and components, including construction materials, textiles when making your Tudor house?

	Evaluate • Can you explore and evaluate a range of Tudor homes? • Can you evaluate your ideas and products against your design criteria? Technical knowledge • Can you build structures (Tudor house), exploring how they can be made stronger, stiffer and more stable?
Geography	## Africa • Can you describe where Kenya is located in relation to other places in the world? • Can you name the 5 oceans and link this to where Africa is in the world? • Can you draw a map of Kenya with some physical and human features and appropriate labels? • Can you describe human and physical features of Kenya and begin to give the location of some of these features? • Can you explain aspects of Kenyan life? • Can you identify features of national parks and game reserves? • Can you explain the importance of tourism to Kenya and give examples of tourist attractions in the country? • Can you draw a map of a national park, including key features? • Can you identify why animals are important to Kenya? • Can you begin to understand the concept of animal 'migration'? • Can you ask geographical questions to find out about places and begin to give reasoning?
History	## The Great Fire of London • What happened in the great fire? • Do you understand why the fire broke out? • Do you understand about the main events of the fire? • Do you understand about the results of the fire and the changes that were made? • Can you sequence the events of the fire correctly? • Do you understand why the fire spread so far for so long? • Can you explain why cities are safer from great fires today? • How do we know what happened in the Great Fire? • Who was Samuel Pepys? What is an eye-witness? • Do you understand that London was rebuilt after the fire and that different building materials were used?
Music	**I wanna paly in a Band** 1 – Listening: I Wanna Play In A Band – Can you find the pulse as you are listening to the music? Which instruments/voices you can hear? keyboard, drums, bass, electric guitar, singers. Can you clap rhythms?

	● Can you copy and clap back rhythms? ● Can you clap the rhythm of your name? ● Can you clap the rhythm of your favourite food? ● Can you make up your own rhythms? ● Can you play instruments using up to three notes – F or D and C? **Zootime** Can you find a pulse? Can you recognise and name some of the instruments that you can hear? Can you clap rhythms? Can you clap the rhythm of your name? Can you clap the rhythm of your favourite colour? Can you play accurately and in time? Can you compose a simple melody using simple rhythms and use as part of a performance?
P.E.	Balance & Gymnastics Agility
Personal, Social and Health Education	**Staying Safe** ● How we can keep safe – looking at the dangers of venturing off with people we don't know very well. ● Tying Shoelaces How we can prevent accidents that are often caused when rushing around. ● Student Self – Assessment **Healthy Eating Healthy** ● How we can make healthy food choices and what might happen if we choose to eat too much unhealthy food. ● Washing Hands - Why we should wash our hands and the potential consequences of not washing our hands. ● Brushing Teeth - Why we should brush our teeth and the potential consequences of not brushing our teeth often enough. ● Medicine - Why we take medicine and the dangers of taking medicine without a trusted adult's permission. Student Self - Assessment
	Summer Term
Religious Education	**Eastertide** ● Can you retell the story of Jesus' appearance to his disciples?

- Can you retell the story of the Ascension of Jesus?
- Can you retell the story of Pentecost?
- Can you describe some of the signs and symbols of Easter?
- Can you describe some of the symbols of the Holy Spirit?
- Can you describe some ways the disciples lived after Pentecost?
- Can you describe some ways in which the Holy Spirit helps us?
- Can you ask and respond to questions about the disciples' meeting with Jesus on the seashore?
- Can you ask and respond to questions about good and bad news?
- Can you ask and answer questions about the change in the disciples at Pentecost?
- Can you ask some questions about the Resurrection?

The Church is Born
- Can you retell the story of story of Peter and the man who could not walk?
- Can you retell the story of Peter's escape from prison?
- Can you make links between the story of Pentecost and beliefs about the Holy Spirit?

CAFOD Unit – Treasures
- Can you talk about their own experience and feelings about the treasures you see or have?
- Can you say what you wonder about the treasures you see or have?
- Can you ask and respond to questions about your own and others' experiences of and feelings about what we treasure?
- Can you ask questions about what you and others wonder about the treasures of our world and realise that some of these questions are difficult to answer?
- Can you make links between how you feel about your treasure and how that might affect your behaviour and that of others?

Collective Worship	- Do you understand what it is to be baffled about something like Thomas in the Gospel when he struggled to believe in Jesus' resurrection because he hadn't seen with his own eyes? - We journey with two disciples to Emmaus and on the way meet the risen Jesus. Do you understand how you can meet with Jesus today at Mass, in both the Liturgy of the Word and the Liturgy of the Eucharist? - Life to the Full- an assembly for Vocation Sunday which explores various different types of 'work', to inspire children to feel fulfilled in what they do now and in the future. - Do you understand that if we want to find God, all we have to do is get to know Jesus better? - On hearing the news that Jesus was returning to Heaven, the disciples may have felt bereft. However, do the children understand the hopeful message that despite the loss we may experience at times, Jesus will never leave us as orphans; He has sent a helper to be with us forever?

	• Do you understand the Holy Spirit is inside all of us, but for the relationship to work we have to keep His commandments and make Him part of our lives: then we allow the Holy Spirit to work in us, to inspire us and encourage us? • Do you understand the Holy Trinity? • Corpus Christi – Do you understand the Eucharist and how receiving it feeds our souls, the part of us that communicates with God? • Do you understand that you can give any worries or anxieties to God, and to rely on His promise that we will receive treasure in Heaven? • St Peter and St Paul – Links to Mission Together. • End of summer term - children to rest in God's presence and know that just as they are welcome, they can welcome others too. • Looking back, Stepping forward – Children will look back on their year with eyes of faith to see all the wonderful gifts that God has given us during the year.
English -Reading	**Guided Reading text** – Beaky Malone – By Barry Hutchinson/ range of non-fiction texts based on Islands. Word Reading • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading. • Read frequently encountered words quickly and accurately without overt sounding and blending. • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *shoulder, roundabout, grouping.* • Read longer and less familiar texts independently. • Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. • Work out unfamiliar words by focusing on all letters in the word, e.g. not reading *place* for *palace*. • Read words containing common suffixes e.g. *–ness, -ment, -ful,* • *-less -ly, -ing, -ed, -er, -est, -y.* • Read further common exception words, noting tricky parts Comprehension **Developing pleasure in reading and motivation to read** • Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction • Orally retell a wider range of stories, fairy tales and traditional tales. • Sequence and discuss the main events in stories and recounts.

	• Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. • Recognise the use of repetitive language within a text or poem (e.g. *run, run as fast as you can*) and across texts (*e.g. long, long ago in a land far away…*). • Learn and recite a range of poems using appropriate intonation. • Make personal reading choices and explain reasons for choices. **Understanding books which they can read themselves and those which are read to them** • Identify, discuss and collect favourite words and phrases. • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Use morphology to work out the meaning of unfamiliar words e.g. *terror, terrorised.* • Uses tone and intonation when reading aloud. • Activate prior knowledge and raise questions e.g. *What do we know? What do we want to know? What have we learned?* • Check that texts make sense while reading and self-correct. • Demonstrate understanding of fiction and non-fiction texts by asking and answering *who, what, where, when, why, how* questions. • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket because…* • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. • Make inferences about characters and events using evidence from the text e.g. *what is the character thinking, saying and feeling?* • Make predictions based on what has been read so far. • Identify how specific information is organised within a non-fiction text e.g. *sub-headings, contents, bullet points, glossary, diagrams.* • Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. **Participating in discussion** • Participate in discussion about what is read to them, taking turns and listening to what others say. • Make contributions in whole class and group discussion. • Consider other points of view. • Listen and respond to contributions from others.
English-Writing	Genre Focus: • Character Descriptions, • Setting Descriptions, • Diary entries,

	- Letter writing, - Story writing, - Poetry - Newspaper reports - Information texts
English-EPGS	Recap of Year - Say, write and punctuate simple and compound sentences using the joining words *and, but, so* and *or* (co-ordination). - Use sentences with different forms: statement, question, command, exclamation. - Secure the use of full stops, capital letters, exclamation marks and question marks. - Use commas to separate items in a list. - Use apostrophes for contracted forms e.g. *don't, can't, wouldn't, you're, I'll*. - Use apostrophes for singular possession in nouns, e.g. *the girl's name.* - Use subordination for time using *when, before* and *after* e.g. *We went out to play when we had finished our writing. When we had finished our writing, we went out to play.* - Use subordination for reason using *because and if* e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.* - Use the subordinating conjunction *that* in a sentence, e.g. *I hope that it doesn't rain on sports day.* - Select, generate and effectively use verbs. - Explore the progressive form of verbs in the present tense (e.g. *she is drumming*) and past tense (*e.g. he was shouting*) to mark actions in progress. - Use past tense for narrative, recount *(e.g. diary, newspaper report, biography)* historical reports. - Use present tense for non-chronological reports and persuasive adverts. - Select, generate and effectively use nouns. - Add suffixes *ness* and *er to* create nouns e.g. *happiness, sadness, teacher, baker.*
Maths	Please see hyperlinks: https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/ Geometry: Position and Direction: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer_Term_SOL/Year-2-2018-19-Summer-Block-1-Position-and-Direction.pdf Problem Solving and Efficient Methods: https://whiterosemaths.com/resources/classroom-resources/problems/page/3/ Measurement and Time: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/05/Year-2-2018-19-Summer-Block-3-Time.pdf Measurement: Mass, Capacity and Temperature: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/06/Year-2-2018-19-Summer-Block-4-Measurement.pdf Investigations: https://whiterosemaths.com/resources/classroom-resources/problems/page/3/

Science	**Plants**
	• Can you observe and describe how seeds and bulbs grow into mature plants?
	• Can you find out and describe how plants need water, light and a suitable temperature to grow and stay healthy?
	• Can you set up a comparative test and make observations?
	• Can you ask simple questions and recognise that they can be answered in different ways?
	• Can you observe closely, using simple equipment?
	• Can you perform simple tests?
	• Can you identify and classify?
	• Can you use your observations and ideas to suggest answers to questions?
	• Can you gather and record data to help in answering questions?
	The Environment
	Recap on the work completed on 'Living Things and their Habitats' and link to how we need to look after the environment and if we do not the impact that this will have on these living things.
	• Can you gather and record information?
	• Can you suggest how an animal is able to survive in their habitat?
	• Can you answer questions about habitats you have researched?
	• Can you explain why the animals in a habitat need the plants?
Art	**Photographs**
	Can you use your iPad to take photos on our seasides trip which you will then draw when we get back to school?
	Can you make a sculpture of some of the items that you found at the seaside to develop and share your ideas, experiences and imagination?
	Can you paint a picture of the photo that you took at the seaside thinking carefully about colour, pattern, texture, line, shape, form and space?
	Sketching
	Can you make sketches on our seaside trip using a viewfinder?
	Can you make sketches thinking carefully about pattern, texture, line, shape, form and space?
	Postcards
	Can you use a range of materials creatively to design and make a postcard?
	Can you think about and develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space when creating your postcard?
Computing	**Creating Pictures**
	• Can you explain what is meant by impressionist art?
	• Can you use 2Paint a Picture to create art based upon this style?

- Can you explain what pointillism is?
- Can you use 2Paint a Picture to create art based upon this style?
- Can you describe the main features of Piet Mondrian's work?
- Can you use 2Paint a Picture to create art based upon his style?
- Can you describe the main features of art that uses repeating patterns?
- Can you use 2Paint a Picture to create art by repeating patterns in a variety of ways?
- Can you combine more than one effect in 2Paint a Picture to enhance their patterns?
- Can you describe surrealist art?

- Can you use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart?

Making Music
- Do you understand what 2Sequence is and how it works?
- Can you use the different sounds within 2Sequence to create a tune?
- Can you explore how to speed up and slow down tunes?
- Do you understand what happens to the tune when sounds are moved?
- Can you add sounds to a tune you've already created to change it?
- Have you considered how music can be used to express feelings?
- Can you change the volume of the background sounds?
- Can you create two tunes which depict two feelings?
- Can you upload and use your own sound chosen from a bank of sounds?
- Can you create, upload and use your own recorded sound?

- Can you create your own tune using some of the chosen sounds?

Presenting Ideas
- Can you examine a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file?
- Do you know that digital content can be represented in many forms?
- Can you make a quiz about a story using 2Quiz?
- Can you talk about your work and make improvements to solutions based on feedback received?
- Can you extract information from a 2Connect file to make a publisher fact file on a nonfiction topic?
- Can you add appropriate clipart?
- Can you add an appropriate photo?
- Do you know that data can be structured in tables to make it useful?
- Can you use a variety of software to manipulate and present digital content and information?
- Can you collect, organise and present data and information in digital content?
- Can you create digital content to achieve a given goal by combining software packages?

Design and Technology	## Puppets
	### Design
	- Can you design purposeful, functional, appealing puppet for themselves and other users based on design criteria?

	• Can you generate, develop, model and communicate your ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology? Make • Can you select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] when making your puppet? • Can you select from and use a wide range of materials and components, including textiles according to your puppets characteristics? Evaluate • Can you explore and evaluate a range of existing puppets and what makes them effective? • Can you evaluate their ideas and products against design criteria Technical knowledge? • Can you explore and use mechanisms [for example, levers, sliders, wheels and axles], in your design? (slider puppet)
Geography	**Islands** Place knowledge • Do you understand geographical similarities and differences through studying the human and physical geography of a small area of the Isle of Struay (Coll), and of a small area in a contrasting non-European country (Australia)? Human and Physical identify • Can you compare seasonal and daily weather patterns in the United Kingdom (Coll) and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Australia)? • Can you use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather in relation to Australia and Coll? • Can you use key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop in relation to Australia and Coll? Geographical skills and fieldwork • Can you use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map of Coll? • Can you use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key in relation to Coll and Australia?
History	**Seasides** • Can you identify features of a seaside holiday? • Can you use photographs to find clues as to what seaside holidays were like in the past? • Can you find out when and how seaside holidays became popular? • Can you find out what seaside holidays were like 100 years ago? • Can you order seaside holidays in chronological order? • Can you identify similarities and differences between seaside holidays now and in the past?

Music	**Friendship Song** Can you find a pulse? Can you recognise and name some of the instruments that you can hear? Can you clap rhythms? Can you clap the rhythm of your name? Can you clap the rhythm of your favourite colour? Can you play accurately and in time? Can you compose a simple melody using simple rhythms and use as part of a performance? **Reflect, Rewind and Replay** This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
P.E.	Bat & Ball Games
Personal, Social and Health Education	<u>Online Bullying</u> • Online Bullying looks at being kind and thoughtful online and in real life and allows students to explore what they can do if they feel bullied online. • Image Sharing - Image Sharing looks at the types of images we shouldn't share online and how quickly an image can be shared. • Student Self - Assessment <u>Bullying</u> • How our actions and words can affect others, and it enables students to explore kind and positive behaviours. • Friendships -How we behave within our friendships and how these behaviours can affect others. • Student Self - Assessment