

## English

The Lonely Beast  
By Chris Judge

Persuasive letter writing  
Narrative voice  
Expanded noun phrases  
Range of sentence structures  
(Statements, questions and exclamations)  
Subordinate and co-ordinate clauses  
Authorial intent (verb choices)  
Dialogue  
Past, present perfect, progressive tense  
Regular plural noun suffixes  
Range of suffixes ( -ed, -ing) and compound words  
Investigating spelling patterns

## Maths

### Year 1

Numbers 50 to 100 and beyond  
Addition and subtraction  
Money

### Year 2

Numbers within 1,000  
Measuring Capacity and Volume  
Mass  
Exploring Calculation Strategies

## Science

The children will sort and group animals using similarities and differences  
They will be able to identify and name a variety of common animals which includes animals from each of the vertebrate groups (including fish, amphibians, reptiles, birds and mammals)  
They will be able to describe and compare the structure and key features of these named animals  
The children will label key features on pictures/diagrams of animals  
They will write descriptively about an animal  
The children will write a What am I? riddle about an animal

## RE

Who is Jewish and how do they live?

**Reflecting** on Jewish beliefs and practices

**Empathising** by considering how it might feel to be a Jewish child and look forward to Shabbat

**Investigating** artefacts / photos to gather information about Shabbat or asking visitor(s) questions

**Interpreting** by drawing meaning from Jewish artefacts and symbolism; interpreting religious language

**Synthesising** by linking the symbols and practices of Shabbat with Jewish beliefs

**Expressing** by explaining Shabbat as a Jewish practice, or how it might help Jewish families feel closer to God

**Applying** by making the association between a Jewish person and their community life

Oh I do like to be beside the seaside?  
Would you like to live by the sea?  
Classes E,Z & G Curriculum Summer 1



## PSHE/RSE

The children will learn what it means to be healthy, ways to take care of themselves, basic hygiene routines and sun safety  
They will know about healthy and unhealthy foods and how physical activity and types of play keeps us healthy  
They will learn what makes them special  
They will learn what to do when things go wrong or are difficult

## Geography

The children will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage, in the context of coastal/ seaside locations  
They will use a map to find seaside locations including Sheringham, Norfolk and St. Ives, Cornwall  
They will use key vocabulary to refer to human and physical features, in the context of coastal/seaside locations  
The children will look at aerial photographs to recognise landmarks and basic human and physical features, in the context of coastal/seaside locations  
They will name, locate and identify characteristics of the four countries and capital cities of the UK, in the context of the seaside resorts in the four countries of the UK  
The children will study the physical features of the seaside town of St. Ives, Cornwall  
They will describe St. Ives and use simple compass directions and locational and directional language to describe the location of features and routes on a map of that town  
They will identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world, in the context of island locations

## Computing

### Spreadsheets

The Children will be able to navigate around a spreadsheet and explain what rows and columns are  
They will be able to save and open sheets and enter data into cells  
They will be able to open the image toolbox and find and add clipart  
They will be able to use the 'move cell' so images can be dragged around the spreadsheet

## Music

### Dancing and drawing to Nautilus

The children will perform actions to music, reinforcing a sense of beat  
They will respond to musical signals and themes matching movement to the piece  
They will create art work to music

### Cat and Mouse

They will create rhythm patterns, sequence them and fixing them as compositions using simple notations  
They will sing songs/rhymes expressively

## PE

The children will participate in team games, developing simple tactics for attacking and defending  
They will perform single skills - Perform a single skill or movement with some control  
They will perform a small range of skills and link two movements together

## Art

Earth art

Artist: Andy Goldsworthy

The children will explore ways of painting on rocks  
They will be able to make sculptures with sticks and twigs  
They will be able to make animal pictures with leaves  
The children will learn how to weave with natural materials  
They will explore ways of making mandalas  
They will be able to make a collage