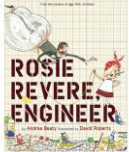


## Summer 1

Autumn 1		Week 1 (w/c 21/04/2025)	Week 2 (w/c 28/04/2025)	Week 3 (w/c 5/05/2025)	Week 4 (w/c 12/05/25)	Week 5 (w/c 19/05/25)
English	Spelling	Why does 'c' make the sound /s/ in some words?  Prickly Spellings: Beautiful Laugh	How can I spell the sound /zh/?  Prickly Spellings: Busy pretty	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?  Prickly Spellings: Parents Because		How can I show missing letters in a word?
	Punctuation and Grammar	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</li> <li>• Capital letters for names and for the personal pronoun I (Revision of Year 1)</li> <li>• Subordination (using when, if, that, because)</li> <li>• Expanded noun phrases for description and specification.</li> <li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Commas to separate items in a list</li> </ul>				
	Composition	Short explanation, advertisement, letter of advice, school report card (character description), invention description, explanation text				
	Writing	Rosie Revere Engineer 			Narrative	
Maths	Fractions			Time		
Science	Living Things and Their Habitats. <ul style="list-style-type: none"> <li>• Children will explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• Children can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>• Children can identify and name a variety of plants and animals in their habitats, including microhabitats.</li> </ul>					

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	<ul style="list-style-type: none"> <li>Children can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>
Geography	
History	<p>Changes in Technology</p> <ul style="list-style-type: none"> <li>Children will know how technology has changed over the last 60 years.</li> <li>Children will know how we can find out about the past.</li> <li>Children will understand how technology has changed how we write.</li> <li>Children will understand how technology has changed how we talk.</li> <li>Children will know how technology has changed the way we are entertained.</li> <li>Children will identify the important inventors in the history of technology.</li> <li>Children will know how technology has changed our lives over the last 60 years.</li> </ul>
Art	
DT	<p>Textiles: Weaving</p> <ul style="list-style-type: none"> <li>Children can use a loom to weave paper strips.</li> <li>Children can use a loom to weave wool, yarn and ribbon.</li> <li>Children know how to thread a plastic needle.</li> </ul> <p>Creator Study: Victoria Villasana</p>
RE	<p>Living - How should we care for the world and why does it matter?</p> <ul style="list-style-type: none"> <li>I can re-tell Bible stories and stories from another faith about caring for others and the world.</li> <li>I can identify ways that some people make a response to God by caring for others and the world.</li> <li>I can use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> <li>I can talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more.</li> <li>I can talk about issues of good and bad, right, and wrong arising from the stories.</li> </ul>
Music	<p>Structure (Myths and legends)</p> <ul style="list-style-type: none"> <li>To read and clap a rhythm based on a phrase from a story.</li> <li>To hear, write and clap rhythms based on a phrase from a story.</li> <li>To use a rhythm in different ways to demonstrate structure.</li> <li>To create a structure using rhythmic patterns.</li> <li>To perform a group composition.</li> </ul>
PE	<p>Sending and receiving Reaction/response</p>

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PHSE	Economic Wellbeing
E-Safety	Health, Wellbeing and Lifestyle