





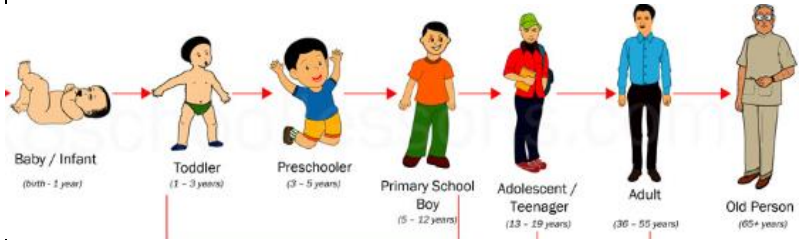
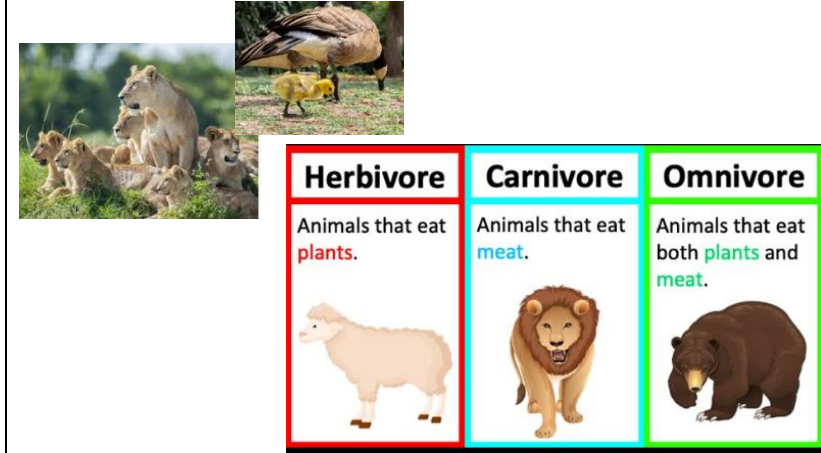


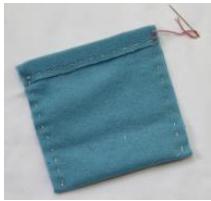



Writing	Phonics	Maths	Humanities History and Geography
<p>This term we are focusing on writing:</p> <p>Summer 1 Fiction – story Non-chronological report Poetry from other cultures</p> <p>Summer 2 Fiction – story Persuasive leaflet Explanation</p> <p>Our key texts this term are:</p> <ul style="list-style-type: none"> The Snail and the Whale (Julia Donaldson) A child of Books (Oliver Jeffers) Mungo and the Spiders from Space (Timothy Knapman) Curiosity- The Story of a Mars Rover (Markus Notun) 	<p>Read Write Inc. Phonics</p> <p>Phonics focus Summer focus Your child will know most of the Set 2 sounds. When learning their Set 3 speed sounds your child will be taught that there are more ways in which the same sounds can be written, e.g. ee as in tree and ea as in tea; ew as in stew and oo as in food.</p>  <p>They will be working on improving reading fluency through Yellow and Blue so that they can read 'Grey books' fluently with a 'story teller' voice. Grey books are more complex books and include fiction and non-fiction titles.</p> <p>After completing the RWI programme your child will then begin their fluency and VIPERS journey with us at Coton Green.</p> <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p> 	<p>Y2- White Rose Maths</p> <ul style="list-style-type: none"> Fractions – halves, quarters (including $\frac{3}{4}$) and thirds Time – minutes in an hour; hours in a day; telling the time to the nearest 5 minutes Statistics – drawing and interpreting pictograms Position and Direction – describing movement and turns 	<p>History Explorers of the World and Beyond Children will explore the following questions: <i>Captain Scott & Neil Armstrong</i></p> <ol style="list-style-type: none"> Who on earth is this famous person? (Scott) How did Scott get to the South Pole and what happened then? Why did Scott risk his life going on this expedition to the South Pole? Why did the astronauts risk their lives going to the moon? How were they able to get to the moon and back safely? What did they do on the moon?   <p>Geography Small area of Study of a non-European country Children will explore the following questions:</p> <ol style="list-style-type: none"> Where in the world is Kenya? What is Kenya like? Who lives in Kenya? What is a national park? What is a game reserve? How do they differ? What animals live in Kenya? How does tourism affect the environment and people of Kenya? How do our lives differ? 

Science	PSHE/RSE	PE
<p>Animals, including Humans</p> <p>Children will consider what makes a family – they will retrieve their knowledge from last time they explored this idea, drawing knowledge also from discussions in PSHE. They will explore ideas about the uniqueness of families and will be introduced to the term ‘life stages’ – children will consider the terms: babies, infants, childhood, teenagers, middle-age adults and old-age adults. They will consider the idea of ‘offspring’ and the fact that they may look and act differently but they all need the same things to survive: food, water, oxygen. They will explore the different foods that different animals eat.</p> <p>Children will consider and explore these scenarios: Scenario One: A large wave has destroyed a habitat and you need to find a way for the owners to survive. Scenario Two: Humans are on a mission to the moon – how will they survive?</p> <p>Children will consider the Rights Respecting Article 24: ‘<i>every child has the right to the best possible health</i>’. They will explore what having the ‘best possible health’ means. Learning will focus on people needing food, good hygiene and exercise to stay healthy.</p>  	<p>Economic Well-being</p> <p>Where does money come from? What do we need for healthy growth? How do we decide what we want? How can I manage my money? What are my skills and talents? How do I include others?</p> <p>Transition <u>CG Cohort lessons</u> What are my strengths? What knowledge have I learnt this year? What skills have I developed this year? What are my dreams and hopes for next year?</p>	<p>Striking and Fielding</p> <p>Children will be investigating the following questions:</p> <ol style="list-style-type: none"> 1. Can I hit a stationary ball on the move? 2. Can I stop a moving ball with two hands and throw it at a target? 3. Can I use an overarm throw and understand why? 4. Can I carry a bat correctly and understand why? 5. Can I understand the job of a wicketkeeper? 6. Can I catch a ball with some consistency? <p>Athletics</p> <p>Children will be investigating the following questions:</p> <ol style="list-style-type: none"> 1. Can I zig zag while running? 2. Can I keep tall during jumping? 3. Can I jump sideways?
Art		Design and Technology
<p>Sculpture- pots and bowls from around the world</p> <p>Children will recognise pots come in different styles, sizes and shapes and will know pots have been made around the world and throughout history. Children will know pots can be decorated with different patterns and designs. Children to create their own bowl, with papier mache applied to a blown-up balloon. Children use collage materials to decorate the inside and outside of their bowl. Children will varnish finished bowl with PVA glue thinned with water.</p>  		<p>Textiles: Templates and joining</p> <p>Children will make a bag and explore the following questions:</p> <ol style="list-style-type: none"> 1. Is all fabric the same? 2. Can you make a successful seam? 3. Which seam and fastenings would be best for you? 4. How will you make your bag? 5. Can you create a successful bendy bag? 6. How effective is your bendy bag?  

Computing	Music	RE
Digital Music 1. How does music make you feel? 2. What are patterns and rhythms in music? 3. How can music be used to express emotions? 4. How can you use a computer to create music patterns? 5. How can I use an animals to inspire a musical pattern? 6. How can I improve my musical pattern? Programming Quizzes 1. How can I use ScratchJr to create a sequence? 2. Why do all sequences of commands have an outcome? 3. How do I use a program to create an algorithm? 4. How can I change a design of an algorithm? 5. How can I use a programme to create my own algorithm and design? 6. How can my project be improved?	Tempo and Structure – Space 1.What is tempo, and can I keep a steady pulse (beat)? 2.Can I feel if the tempo is fast or slow by responding to the pulse (beat) of the music I hear? 3.Can I use body percussion and play instruments with a controlled tempo (speed) and keep a steady pulse (beat)? 4.Can I improve the way I stand, sing words clearly and breathe to make a good vocal sound? 5.Can I create a musical sequence using two contrasting sounds on an instrument? Can I use graphic notations to record this? 6.What is a ‘Call and Response’ and how do I perform it?	1: Christian Values and Ethics 1. Why is love and compassion important? 2. Why is love and compassion important in Christianity? 3. Why is forgiveness important? 4. What is the value of honesty and integrity? 5. How do Christians help to serve others? 2: Islam Values and Ethics 1. What is the importance of respect and kindness in Islam? 2. What is generosity important to Muslims? 3. Why is patience important in Islam? 4. How do Muslims make difficult decisions? 5. How do Muslims help to serve others?