



Year Group

Termly Curriculum Overview

Summer Term 2 2022 - 2023

Religious Education

Daily Collective Worship on the following weekly themes...

- Week 8 – Creation
- Week 9 - Difference
- Week 10 - Water
- Week 11 – Being Fair
- Week 12 - Neighbours
- Week 13 - One World
- Week 14 – Inspirational people
- Week 15 - Summer holidays

RE Topics this half term:

Reconciliation - Being Sorry

Children will be able to talk about their experiences and feelings about making choices and be able to say what they wonder about in making choices. They will be able to recognise the story of the call of Levi and the encounter of Jesus with Zacchaeus as religious stories and some religious words like 'being sorry' and 'forgiveness'. They will be able to recognise that people say sorry and forgive each other because they follow Jesus.

Judaism – Stories – Abraham and Moses

Family; the story of the family of Abraham.

The story of the Moses.

How God led the Jewish people.

Universal Church – Neighbours

Children will be able to **talk about** their experience and feelings about neighbours and be able to say what they **wonder** about neighbours both locally and globally. They will be able to **recognise** that everyone is our neighbour and is loved by God, and because of that they act fairly towards others. Children will be able to **ask and respond** to questions about their own and others' experiences and feelings about neighbours. They will be able to **retell** special stories about Jesus and his friends and **describe** some ways in which religion is lived out by believers.

Maths

Geometry

Properties of Shape

- To recognise and name common 2D and 3D shapes

Position & Direction

- To describe position (behind, on top of)
- To know the terms forwards/ backwards/ half turn.
- Begin to recognise quarter and three-quarter turns

Measurement

- To recognise and know the value of different denominations of coins and notes

Number

Revisiting concepts, consolidating learning and more practise at applying knowledge and skills learnt including:

- Fractions - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

	<ul style="list-style-type: none"> • Multiplication & Division - Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays
<p style="text-align: center;">English Reading</p>	<p>Focus text: Where the Wild Things Are Narrative: A Portal Story Purpose: To narrate Information: Wild Things Purpose: To inform <u>Word Skills</u> Build on previous units & focus on:</p> <ul style="list-style-type: none"> • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] <p><u>Sentence Skills</u> Build on previous units & focus on:</p> <ul style="list-style-type: none"> • How words can combine to make sentences Joining words and joining clauses using and <p><u>Text Skills</u> Build on previous units & focus on:</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives <p><u>Comprehension skills:</u> To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • To recognise and join in with predictable phrases • To discuss word meanings, linking new meanings to those already known <p>Understand both the books they can read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher • To make inferences on the basis of what is being said and done • To predict what might happen on the basis of what has happened so far • <p>*In addition to the daily English lesson and story time pupils will also be given the following reading opportunities. Pupils choice – Daily (reading for pleasure) Guided Reading -Daily Home Readers – Weekly * Daily Phonics lessons (L&S Phase 5 and reinforcing previously taught GPC’s)</p>
<p style="text-align: center;">English Spelling, Punctuation, Grammar</p>	<p>Daily English basis skills sessions on the following: <u>Spelling</u></p> <ul style="list-style-type: none"> • Words containing each of the 40+ phonemes already taught • Common exception words <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un–

	<ul style="list-style-type: none"> • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Reinforce spaces between words, capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun / <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Know how words can combine to make sentences Joining words and joining clauses using <i>and</i> • Use this terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
English Writing	<p><u>Composition</u> Pupils should be taught to: - write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils
Science	<p>Seasonal Changes – Spring/Summer</p> <ul style="list-style-type: none"> • Learn about the different seasons and how to describe them • Find out about the seasons and how they are different • Learn about how animals are affected by the seasons • Learn about how humans are affected by the seasons • Find out about day length and how it affected by seasons <p>Learning to investigate the weather during seasons</p>
History	<p>Land, Air and Sea – Liverpool Transport</p> <ul style="list-style-type: none"> • How transport has changed over time • Learn about how boats and have changed over time • Learn about how George Stephenson’s invention changed travel • To retell the story of the Wright brothers • Compare past. present and future travel / transport • Share and discuss how travel has changed over time <p>NC: Significant historical events, people and places in their own locality. Links to transport Links to movement of people</p>
Physical Education	<p>Fundamental Skills</p> <ul style="list-style-type: none"> • Choose different ways of hitting, throwing, striking or kicking the ball; • Decide where to stand to make it difficult for their opponent and to understand the term defend; • Describe what they and others are doing; • Describe how their body feels during games <p>Gymnastics</p> <ul style="list-style-type: none"> • Exploring travelling movements • Developing quality when performing gymnastic shapes • Developing stability and control when performing balances • Developing technique and control when performing shape jumps

	<ul style="list-style-type: none"> • Developing technique in the barrel, straight and forward roll • Linking gymnastic actions to create a sequence
Computing	<p>Spreadsheets – Unit 1.8</p> <ul style="list-style-type: none"> • To know what a spreadsheet program looks like. • How to open 2Calculate in Purple Mash. • How to enter data into spreadsheet cells. • To use 2Calculate image tools to add clipart to cells. • To use 2Calculate control tools: lock, move cell, speak and count. <p>Technology Outside School – Unit 1.9</p> <ul style="list-style-type: none"> • To walk around the local community and find examples of where technology is used. • To record examples of technology outside school.
Design Technology	<p>Food Children will design, make and evaluate a fruit kebab for their parents. <i>Skills</i></p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on a simple criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Use simple utensils and equipment • Select from a range of fruit and vegetables according to their characteristics. • Taste and evaluate a range of fruit and vegetables. • Evaluate ideas and finished product against design criteria.
Music	<p>Explore Sound and Create a story This Unit of Work celebrates a wide range of musical styles. It involves: Listening, Singing, Playing Composing and Performing. The children will explore How does music teach us about looking after our planet?</p>
PSHE	<p>Careers, financial capability, and economic well being</p> <ul style="list-style-type: none"> • My Money
Relationships, Sex Education	<p>Spiritual</p> <ul style="list-style-type: none"> • To celebrate ways that God loves and cares for us
Curriculum Enrichment	<p>Visit to Museum of Liverpool – Transport Link to History – Changes beyond living memory</p>