



**Whole school
Summer term planning
2023**

	Team Pandas Year Two Summer Term Skills and Knowledge	
Phonics	Little Wandle Reception	
Key Texts:		
Literacy	EYFS	
Children in Nursery will:	Children in Reception will: (be working within ELGs)	
Reading	<p>Comprehension:</p> <ul style="list-style-type: none"> ● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ● Anticipate – where appropriate – key events in stories. ● Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. 	
Writing	<p>Word Reading:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <ul style="list-style-type: none"> ● Read words consistent with their phonic knowledge by sound-blending. ● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	

	<p><u>Children will know:</u> <u>Substantive:</u></p> <ul style="list-style-type: none"> → They can use pens/pencils on paper or other materials to make marks and be able to tell an adult what they have drawn e.g 'this is a cow'. <p><u>They will apply by:</u> <u>Disciplinary:</u></p> <ul style="list-style-type: none"> → Drawing a farmyard picture and asking an adult to help them label it. 	<p>Writing:</p> <p>Write recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> ● Spell words by identifying sounds in them and representing the sounds with a letter or letters. ● Write simple phrases and sentences that can be read by others. <p><u>Children will know:</u> <u>Substantive:</u></p> <ul style="list-style-type: none"> → How to phonetically sound out words and correctly use capital letters, finger spaces and full stops <p><u>They will apply by:</u> <u>Disciplinary:</u></p> <ul style="list-style-type: none"> → Writing a simple sentence about the lifecycle of a chick
C&L	<p><u>Children in Nursery will:</u></p> <ul style="list-style-type: none"> ● Listen to and distinguish the noises adults make when they read stories ● Show an interest in play with sounds, songs and rhymes ● Recognise and respond to familiar sounds (turning to a knock at the door) ● Hold a conversation, jumping from topic to topic ● Use a variety of questions <p><u>Children will know:</u> <u>Substantive:</u></p> <ul style="list-style-type: none"> → Different sounds that farm animals make <p><u>They will apply by:</u> <u>Disciplinary:</u></p> <ul style="list-style-type: none"> → Reenacting stories in their play, taking turns to play different animals 	<p><u>Children in Reception will: (be working within ELGs)</u></p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions ● Make comments about what they have heard and ask questions to clarify their understanding ● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Self-Regulation</p> <ul style="list-style-type: none"> ● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>Speaking</p> <ul style="list-style-type: none"> ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate ● Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions <p><u>Children will know:</u> <u>Substantive:</u></p> <ul style="list-style-type: none"> → The different jobs that a farmer does <p><u>They will apply by:</u> <u>Disciplinary:</u></p>

		→ Naming and describing how a farmer works			
PSED	<p><u>Children in Nursery will:</u></p> <ul style="list-style-type: none"> Build relationships with special people and staff within school Show empathy and concern to people who are special to them (they may offer a toy to a child they know they like) Seek out play and experiences within the environment Seek out a familiar friend to play with Begin to understand that actions have consequences Participate more in collective cooperation as their experience of routines and understanding of boundaries grows Respond to the feelings of others, showing concern and offering comfort <p><u>Children will know:</u> <u>Substantive:</u> → School is a safe place and adults in school are there to help children learn and to keep them safe</p> <p><u>They will apply by:</u> <u>Disciplinary:</u> → Exploring the environment and provision with familiar adults and friends</p>	<p><u>Children in Reception will: (Working within ELGs)</u></p> <ul style="list-style-type: none"> Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer Demonstrate and talk about perseverance Dress and undress for PE independently Discuss healthy food choices. - Discuss sensible choices (exercising, screen time, being safe etc.). Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts, and they are upset Work on short activities independently, e.g. a Phonics game. <p><u>Children will know:</u> <u>Substantive:</u> → How we as humans grow and move on</p> <p><u>They will apply by:</u> <u>Disciplinary:</u> → Resolving conflict by understanding others emotions</p>	<p>objects</p> <ul style="list-style-type: none"> Be able to help taking off simple clothing items such as hats, jackets and wellington boots Be able to express their thoughts and emotions through words as well as continuing to use the facial expressions <p><u>Children will know:</u> <u>Substantive:</u> → The routine for getting dressed to play in outdoor area</p> <p><u>They will apply by:</u> <u>Disciplinary:</u> → Dressing independently for playing outside in the summer term e.g wellies on, sun hat on and sunscreen on (if needed)</p>	<ul style="list-style-type: none"> Use kicking as part of a game Balance on an unstable surface with increasing control Begin to skip Negotiate space and obstacles safely with consideration of themselves and others Use scissors to accurately cut around a shape on paper To operate scissors using finger and thumb Cut using a knife Form most letters correctly Hold a pencil effectively for writing Begin to show accuracy and care when drawing <p><u>Children will know:</u> <u>Substantive:</u> → To use scissors safely and accurately</p> <p><u>They will apply by:</u> <u>Disciplinary:</u> → Be able to make accurate cuts into gloves to mimic milking a cow</p>	
			Maths	<p>Maths mastery <u>Working within ELGs for Reception:</u> - Subitise up to 5 eg. numicon, a tens frame - Count (1:1 correspondence) 20 objects and beyond - Recognise and order most numerals to 20 - Understand the composition of numbers to 10. - Automatically recall number bonds to 5 and some to 10 - Recite numbers beyond 20 - Compare quantities (to 10) using correct language e.g. greater than, less than, equal to - Explore doubling, sharing and odds and evens (within 10) - Recognise a range of 2D and 3D shapes and describe some features - Make and recognise simple patterns eg AABB repeating pattern</p>	NCETM Prioritisation Documents
PD	<p><u>Children in Nursery will:</u></p> <ul style="list-style-type: none"> Use wheeled toys with increasing skill such as pedalling, balancing and sitting astride Turn pages in a book Show increasing control in holding, using and manipulating a range of tools and 	<p><u>Children in Reception will: (working within ELGs)</u></p> <ul style="list-style-type: none"> Attempt to fasten small buttons Fasten zip independently When on a bike, follow at a sensible distance behind another rider Control speed when running or riding in a group Throw with growing accuracy Bounce and catch a small ball 	UW	<p><u>Children in Nursery will:</u></p> <ul style="list-style-type: none"> Have a sense of own immediate family, relations and pets (In pretend play, imitate everyday actions and events from own family) Learn that they have similarities and differences <p><u>Children will know:</u> <u>Substantive:</u></p>	<p><u>Children in Reception will: (Working within ELGs)</u></p> <ul style="list-style-type: none"> Talk about and describe the differences between my life now and my family's in the past Understand people use stories / books to remember what has happened in the past Begin to demonstrate a simple understanding of chronology Understand the past through books and events. Talk about my favourite / special place (including links with different places of worship understand some places are special) Recognise that people who have different beliefs, celebrate special times in different ways

	<p>→ Some of the key features of a farm e.g barn, tractor</p> <p><u>They will apply by:</u></p> <p><u>Disciplinary:</u></p> <p>→ Using these key features during small world play</p>	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country • Explain some similarities and differences between life in this country and life in other countries • Use stories / photos / my own experiences to recognise some similarities and differences between life in this country and life in other countries • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter • Use stories, books, photos, personal experiences to talk about how some environments are different to the one I live in • Draw information from a simple map • Understand the key features of the life cycle of a plant and an animal. <p><u>Children will know:</u></p> <p><u>Substantive:</u></p> <p>→ The key features of the life cycle of a chick</p> <p><u>They will apply by:</u></p> <p><u>Disciplinary:</u></p> <p>→ Creating a life cycle poster of a chick</p>
EAD	<p><u>Children in Nursery will:</u></p> <ul style="list-style-type: none"> • Create sounds by tapping, rubbing, shaking or blowing • Experiment with ways to enclose a space • Use 3D and 3D structures to explore materials <p><u>Children will know:</u></p> <p><u>Substantive:</u></p> <p>→ How farmers build fences so animals can't escape</p> <p><u>They will apply by:</u></p> <p><u>Disciplinary:</u></p> <p>→ Building an enclosed space so farm animals can't escape.</p>	<p><u>Children in Reception will: (working within ELGs)</u></p> <ul style="list-style-type: none"> • Use a variety of materials and tools to create a desired effect • Create objects that have intended purposes (e.g. junk modelling a bag, slide out of giant blocks, a robot machine) • Talk about the process they have used, including beginning to talk about improvements they have made • Make use of props and materials when role playing characters in narratives and stories • Draw increasingly accurate representations of people and objects <p><u>Children will know:</u></p> <p><u>Substantive:</u></p> <p>→ The main features of a sunflower</p> <p><u>They will apply by:</u></p> <p><u>Disciplinary:</u></p> <p>→ Create a sunflower collage through observational drawings</p>

Team Panda's Summer 1 Literacy Map

LAUNCH

Visit to Boston Park Farm

Story:

Song: Old Macdonald had a farm

Literacy Focus: Favourite part of the trip and why.

Story A Squash and a Squeeze:

Literacy Focus: Farm animals and their offspring

Story A Squash and a Squeeze:

Literacy Focus: Label different parts of a tractor

Story: Jaspers Beanstalk

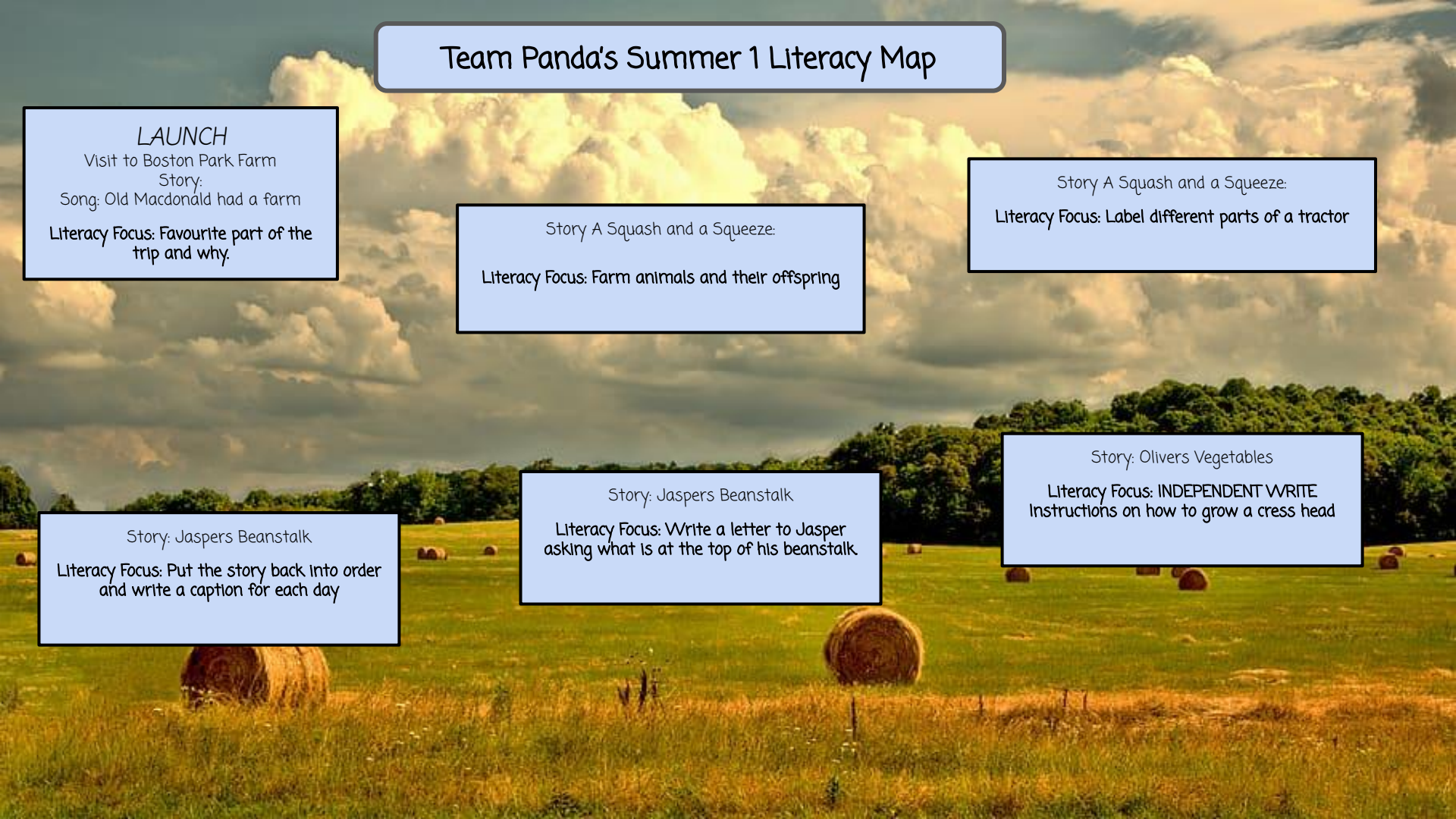
Literacy Focus: Put the story back into order and write a caption for each day

Story: Jaspers Beanstalk

Literacy Focus: Write a letter to Jasper asking what is at the top of his beanstalk.

Story: Olivers Vegetables

Literacy Focus: INDEPENDENT WRITE
Instructions on how to grow a cress head



KS1 Medium Term Plan Cycle 3

The Great Outdoors

Science: Identify that most living things live in habitats which they are suited and provide the basic needs of different animals and plants
History: What was Stephenson's Rocket and why is it still remembered today?
Geography: What features can be found on a walk around school, its ground and its surrounding environment
Computing: Understand that algorithms are implemented as programs on digital devices by following precise and unambiguous instructions
Art: Cut, roll and coil plasticine
RE: Talk about ways in which stories, objects, symbols and actions used in places of worship show what people believe
PSHE: Know how people change when growing older and naming body parts, moving class or year

Science: Identify and name a variety of plants and animals in their habitats, including micro-habitats
History: How did the invention of the railways change people's lives 200 years ago?
Geography: What is missing from our local area and what would you like to see?
Computing: Debug simple programs
Art: Build a simple model using more than two materials
RE: Describe some of the ways in which people use music in worship
PSHE: Understand how to stay safe in different environments

Science: Explore and compare the differences between things that are living, dead and have never been alive
History: Who was George Stephenson, when was he alive and what did he do?
Geography: What features can be found on an aerial photograph of our school and its surrounding areas
Computing: Understand what algorithms are and create simple programs
Art: Make different shapes and add texture using tools
RE: Identify what makes some places sacred: special objects and symbols found in a place where people worship
PSHE: Understand why sleep is important, medicine, keeping healthy and keeping teeth healthy

Science: 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
History: What happened at the Rainhill Trials?
Geography: Write a tourists guide for our local area
Computing: Use logical reasoning to predict the behaviour of simple programs
Art: Build a simple model from a range of materials: create a model of a train
RE: Understand the role of a religious leader
PSHE: Understand risk and safety at home and how to get help in an emergency

KS1 Literacy Map Cycle 3

The Great Outdoors

Narrative

Story travelling using different transport

Instructions

How to Build a Vehicle

Recount

Recount of trip to the farm

Texts / Resources

If I Built a Car - Chris Van Dusen
Cars and Trucks and things That Go - Richard Scarry
My Big Book of Transport - Moira Butterfield
Farmer Duck - Martin Waddell

Setting description

Factory making different transport

Key focuses Year 1

Add suffixes to words where no change is needed
Connectives used to construct simple sentences
Start sentences with a pronoun and a verb
Use imperative verbs
Capital letters for proper nouns
Expanded noun phrases

Key focuses Year 2

Adverbs
Commas for a list
Speech-like expressions in dialogue
Apostrophes for omission and possession
Coordination and subordination to join clauses
Imperative verbs

How do we survive? Cycle 3 (LKS2)

Science – Recognising parts of plants and their functions.

Understanding what plants need for life and growth.

History – To recognise where Rome is and what the significance of a colosseum is.

Geography– To understand how New York got its name and to recognise the five boroughs of New York. To understand what the Statue of Liberty is and what it signifies.

Computing – To understand what computer networks are and how they are used effectively e.g the internet

D&T – To research what aqueducts are and what they were used for during the Roman Empire

Art– To understand the importance of mosaics to the Romans

PSHE – To make choices about how to develop healthy lifestyles.

RE– To understand how Christians show their faith

Science – To understand how water moves through plants.

To recognise the part flowers play in the life cycle.

History – To recognise the role of slaves, gladiators and soldiers.

To understand who Julius Caesar was.

Geography –To recognise the main types of land use in Kyiv. To find out what is the Kiev Pechersk Lavra is.

Computing – To work with variables and use sequence, selection and repetition

D&T – To design my own aqueduct ready to be tested

Art – To design my own mosaic to sew

PSHE – To recognise common drugs and substances that are legal and illegal.

To recognise the risk of legal and illegal drugs.

RE– To understand how Hindus show their faith

Science – To group living things in different ways. To recognise living things in their environments.

History– To understand where the Roman empire was, when it existed and how it formed.

Geography – To explain which York building is my favourite and why.

To explain how York is affected by flooding from the River Ouse

Computing– To design, write and debug programs that perform specific goals

D&T– To test my aqueduct and think of ways how to improve it.

Art– To create my mosaic

PSHE – To recognise the appropriate time to keep secrets and to tell somebody.

RE– To understand what it means to be a Christian and Hindu in Britain today.

Science – To understand how environments can change and how this affects living things.

History– To explore whether ancient Rome was an evil empire or a saviour of civilisation and to understand how the Roman Empire expanded.

Geography – To follow a map of Cambleforth and recognise human and physical features


D&T – To improve my aqueduct and retest it

PSHE – To recognise both male and female body parts.

To understand what happens to both male and female bodies during puberty.

RE– To explore what religions tell us about what is right and wrong

Literacy Map Cycle 3 (LKS2)



Persuasive argument –
Shared – Should the colosseum be knocked down?
Independent – Should we still have slaves?

Letter –
Shared letter to Boudica
Independent letter from Boudica

Non Chronological Report
Shared – Roman Gods
Independent – Who were the Romans?

Texts/Resources

Empire's End – A Roman Story – Leila Rasheed

Escape from Pompeii (Christina Ballit)

Queen of Darkness: Boudicca's army will rise –
Tony Bradman

Narrative
Shared – From the perspective of a gladiator
Independent – From the perspective of a slave

Key focuses Year 3

- use correct tense consistently
- begin to use paragraphs to structure writing
- use *determiners* correctly (e.g. a/an)
- begin the use pronouns to avoid repetition
- some correct use of inverted commas to punctuate speech

Key focuses Year 4

- use adverbs, adverbials and prepositions
- use apostrophes for singular and plural possession correctly
- make conscious and precise vocabulary choices
- use the full range of punctuation taught in in Y3-4 correctly

How do we survive?

Science – Describe the changes as humans develop to old age. Indicate stages in the growth and development of humans.

History – What was so special about Baghdad in its Golden Age?

*What was the House of Wisdom?

Geography – *What does the term 'land use' mean?

*Can you name, locate and identify the land use patterns in the UK?

Computing – Understand how variables can impact programs. Use variables purposefully within programs to achieve specific goals.

D&T (Cooking & Nutrition) – hygienic food preparation and storage.

Art & Design – Complete a study of the artist Joaquin Torres Garcia

PSHE – physical health and mental well-being.

RE – What does it mean to be a Muslim in Britain today?

Science – Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

History – What is the legacy left behind from the Golden Age (e.g. algebra, arabic numerals, mechanical clocks, cameras etc)

*What can we learn about early Islamic civilization from the way they set up the capital at Baghdad?

Geography – *How is land used in the UK, how it has changed in the past and how it may change in the future?

Computing – Understand how selection can impact a program. Use selection purposefully within programs.

D&T (Cooking & Nutrition) – principles of a healthy diet.

Art & Design – Complete a study of the artist Leonora Carrington.

PSHE – increasing independence and managing transition.

RE – The importance of the Holy Qur'an.

Science – Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.

History – What was the Silk Road and why was it significant?

Geography – *Where are the Tropics of Cancer and Capricorn; the Arctic and the Antarctic; the Prime / Greenwich Meridian?

D&T (Cooking & Nutrition) Prepare and cook a range of predominantly savoury dishes using a range of cooking techniques.

PSHE – keeping safe

RE – The design and purpose of a mosque.

How do we survive?

UKS2 Literacy
Map Cycle
32022/2023

Texts / Resources

Reading - *The Golden Horsemen of Baghdad* (Saviour Pirootta).
Freedom (Catherine Johnson)
The Proudest Blue, I am a Muslim Woman and Proud by Ibtihaj Muhammad.
Poetry - Margaret Atwood, Edgar Allan Poe

Narrative - *The Alchemist's Letter*

Formal complaint letter

Key focuses Year 5

Active and passive voice used deliberately to heighten engagement.
Description of events are detailed and engaging.
Verb forms are controlled and precise
Wide range of subordinate connectives

Key focuses Year 6

Expanded noun phrases to convey complicated information concisely.
Verb forms are controlled and precise
Wide range of subordinate connectives
Complex noun phrases used to add detail

Non chronological report -
Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function

