

### Geography

- Be aware of places outside the local area.
- Talk about similarities and differences between a small area of the UK and somewhere outside Europe.
- Use simple geographical vocabulary to describe what a place looks like.
- Use simple geographical vocabulary to describe physical features of the land and human features of places observed.

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### RE

- Gain an understanding of the position of a leader.
- Consider who they trust and why they trust them
- Who is inspiring?
- What does inspiring mean?
- Explore the importance of being honest and loving

# Africa Summer 2

### Literacy

#### Writing: Spelling

- Spell common exception words and days of the week.
- To apply the suffix er and est eg bigger, biggest

#### Writing: Composition

- Say sentence orally before writing it.
- Sequence sentences to form short narratives.
- Re-read what they have written to check that it makes sense.

#### Writing - vocabulary, grammar and punctuation

- Say a sentence orally before writing it
- Re-read what they have written to check that it makes sense.
- Write sentence with capital letters, full stops and finger spaces
- Use the conjunction and
- To begin to punctuate sentences with capital letters and a full stop.
- Use capital letters for names of people and places.

#### Handwriting

- Use the correct formation for lower case letters
- Use the correct formation for capital letters
- Use the correct formation of numbers

### DT

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

### PSHCE

- Transition - moving classrooms.
- Setting new targets.
- Feelings about changes - To prepare for year 2 and think about change.

### Numeracy

- **Number & Place Value**
- Ordering numbers and partitioning two digit numbers into tens and ones.
- **Counting in steps of 2, 5 and 10s.**
- Applying this to solve problems.
- **Money**
- Recognising coins and the value.
- Finding coins to make amounts and finding totals.
- **Addition and Subtraction**
- Applying this to solve problems.
- **Multiplication and Division**
- Understand multiplication as repeated addition.
- Understanding and using arrays.
- Understand division as division as sharing and grouping.

### S&T

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

#### **Notes and guidance**

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies. (Summer)

#### **Notes and guidance:**

Pupils should observe and talk about changes in the weather and the seasons. Note: Pupils should be warned that it is not safe to look directly at the Sun when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the around them, including day length, as the seasons change.

### Computing

- Talk about the different ways in which information can be shown.
- Use technology to collect information.
- Use technology to create and present ideas.
- Use the keyboard to enter text.
- Use websites to find information.
- Identify the benefits of using technology.
- Follow sensible internet safety rules.

### PE

- To explore the skill of running fast.
- To explore the skill of throwing overarm.
- To develop the skill of running fast.
- To develop the skill of throwing overarm for distance.
- To develop the skill of throwing overarm for accuracy.
- To understand simple tactics in a game.
- To work cooperatively in a small group.
- To strike a ball off a tee.
- To apply simple tactics in a game.