

HALF TERM CURRICULUM PLAN

Term: Summer 2				Topic: Amazing Animals			Class/Year Group: One/Two	
Super Starter (Wow moment):								
Enquiry Question:								
Key Text:	Week 1 <u>1/6/26</u>	Week 2 <u>8/6/26</u>	Week 3 <u>15/6/26</u>	Week 4 <u>22/6/26</u>	Week 5 <u>29/6/26</u>	Week 6 <u>6/7/26</u>	Week 7 <u>13/7/26</u>	Week 8 <u>22/7/26</u>
Reading	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Fantastic Mr. Fox- Roald Dahl Meerkat Mail- Emily Gravett I am the seed that grew the tree- nature poems -Fiona Waters Mouse House by John Burningham							
Writing Goldilocks and the Three Bears.	Goldilocks and the Three Bears.	Goldilocks and the Three Bears.	Non-Fiction: Instruction text- how to build an animal home.				Year 1/2 – My Best Bits! Wow write	
Mathematics- Y1	Fractions Recognise and find a quarter of an object or a shape Recognise and find a quarter of a quantity EoB Pre block	Position and Direction Describe turns Describe position - left and right Describe position - forwards and backwards Describe position - above and below Ordinal numbers EoB Pre block	Place Value Count from 50 to 100 Tens to 100 Partition into tens and ones	Place Value Partition into tens and ones The number line to 100 1 more, 1 less	Place Value Compare numbers with the same number of tens Compare any two numbers EoB Pre block	Money Unitising Recognise coins Recognise notes Count in coins	Money Recognise notes Count in coins EoB	Consolidation
Year 2	Length and Height Measure in CM Measure in Metres Compare length and height Order length and height EOU	Mass, Capacity and Temperature Compare Mass Measure in Grams Measure in Kilograms	Mass, Capacity and Temperature Four operations with mass Compare volume and capacity Measure in millimetres	Mass, Capacity and Temperature Measure in litres Four operations with volume and capacity Temperature	EOU Time O'clock and half past Quarter past and quarter to Tell time past the hour Tell time to the hour	Time Tell the time to 5 minutes Minutes in an hour Hours in a day EOU	Statistics Make tally charts Tables Block diagrams	Statistics Draw picture diagrams(1-1) Interpret pictograms(1-1) Draw pictograms (2, 5, 10) Interpret pictograms (2, 5, 10)
Science- Where do different animals live?				Science- Materials/Animals What different animals are there? Y1-I can discuss similarities and difference between animals Y2- I can compare and classify animals based on their How do animals grow and change? Y1-I can sequence the parts of a life cycle.	Where do animals live? Y1-I can explain why animals live in different places Y2- I can compare the habitats of different animals and give reason for their Suitability. How do animals adapt to their habitats? Y1- I can name different animals and their habitats. Y2-I know how different	What materials would be good to keep an animal dry? Y1-I can talk about the properties of different Materials. Y2- I can use scientific vocabulary to describe different properties of materials		

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				Y2- I can sequence and explain the life cycle.	habitats provide basic needs for animals.			
Art- Dot Art – link to animals Artist: Yayoi Kusama	Lesson 1: - I can talk about the work of a famous artist. Artist: Yayoi Kusama Yr1 - I can talk about the work of others and give opinions. Yr2- I can suggest how artists have used colour, pattern and shape and talk about similarities and differences in art work.	Lesson 2: - I can look at different styles of art. Yr1- I can use a variety of tools and mediums to create a variety of dot images, thinking about which I prefer. Yr2- I can create a dot picture in the style of a chosen artist, using precision and control over a range of tools.	Lesson 3: - I can explore different mediums and tools to create an image. Yr 1- I can choose and use my own mediums to create a dot picture in the style of a chosen artist Yr2- I can use a variety of tools to create a dot picture, giving reasons for which work best.	Lesson 3: - I can explore different mediums and tools to create an image. Yr 1- I can choose and use my own mediums to create a dot picture in the style of a chosen artist Yr2- I can use a variety of tools to create a dot picture, giving reasons for which work best.	Lesson 4: - I can plan and begin to create a dot art image. Yr 1- I can explore pattern, design, colour, line shape and form to create an art piece. Yr2- I can create a background and build upon this to create a final art piece.	Lesson 4: - I can plan and begin to create a dot art image. Yr 1- I can explore pattern, design, colour, line shape and form to create an art piece. Yr2- I can create a background and build upon this to create a final art piece.	Lesson 5: - I can create a final art piece based on the artist Yayoi Kusama. Yr1- I can build on my knowledge of tools and techniques as well as pattern and texture to create a final art piece. Yr 2- I can build on my knowledge of tools and techniques as well as pattern and texture to create a final art piece and give reasons for my choices.	Lesson 5: - I can create a final art piece based on the artist Yayoi Kusama. Yr1- I can build on my knowledge of tools and techniques as well as pattern and texture to create a final art piece. Yr 2- I can build on my knowledge of tools and techniques as well as pattern and texture to create a final art piece and give reasons for my choices.
Music Y1 Storytelling through music-Anna Minear Y2- Sing Up Cat and Mouse	Lesson One-Cat and Mouse Musical Focus: Play a singing game, experiencing how music creates a mood.	Lesson One-Cat and Mouse Musical Focus: Play a singing game, experiencing how music creates a mood.	Lesson Two- Cat and Mouse Musical Focus: Focus on rhythm – copying, inventing and reading notation.	Lesson Two- Cat and Mouse Musical Focus: Focus on rhythm – copying, inventing and reading notation.	Lesson Three- Cat and Mouse Musical Focus: Create rhythm compositions and attempt to record them on paper and play them on instruments.	Lesson Three- Cat and Mouse Musical Focus: Create rhythm compositions and attempt to record them on paper and play them on instruments.		
Physical Education Athletics	Yr 1: -Sprint 30m within 9- 6 seconds Yr 2 - Sprint 30m under 6 secs	Yr 1: - Jump for height 10- 14cm -Jump for distance 60 – 89cm Yr 2: - Jump for height 15- 19cm -Jump for distance 60 – 89cm	Yr 1: - Leap hurdles 30m within 11-8 secs Yr 2: - Leap hurdles 30m within 8 secs	Yr 1: - Overarm throw 10- 19m -Chest push 3-4m Yr 2: - Overarm throw 10- 19m -Chest push 3-4m	Yr 1: - Run for longer distance 200m within 1:45-1:31 Yr 2: - Run for longer distance 200m under 1:30			
Computing Pictograms	Objective One- I recognise that we can count and compare objects using tally charts Knowledge: I know how to tally to represent data		Objective Three- I can create a pictogram Knowledge: I understand how how tally charts and pictograms represent information in different ways	Objective Four-I can select objects by attribute and make comparisons Knowledge: I can create a pictogram to show my data	Objective Five-I can recognise that people can be described by attributes Knowledge: I know people can be grouped by different attributes	Objective Six-I can explain that we can present information using a computer Knowledge: I know how to use technology safely		

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PSHE/RSE- Growing and changing	A helping hand	Sam moves house	Haven't you grown!	My body, your body -RSE	Respecting privacy	Basic first aid		
Religious Education Year One How should we care for others and the world and why does it matter?	How should we care for others and world and why does it matter? What do Christian people believe about caring for people?	How should we care for others and world and why does it matter? What do Jewish people believe about being unique and special to God?	How should we care for others and world and why does it matter? What do Jewish people believe about caring for people?	How should we care for others and world and why does it matter? How do some religious and non-religious people show that they care for people?	How should we care for others and world and why does it matter? What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?	How should we care for others and world and why does it matter? What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?	Assessment	
Religious Education Year Two <i>What makes some places in Cornwall sacred?</i> I can explain the stories of Cornish saints. Curriculum Kernewek	Recognise that there are special places where people go to worship and talk about what people do there.	Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.	Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.	Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.	Talk about why some people like to belong to a sacred building or a community	Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	Assessment	
Outdoor Learning/Visits and Trips								