

	Week: 4.6.18	Week: 11.6.18	Week: 18.6.18	Week: 25.6.18	Week: 2.7.18	Week: 9.7.18	Week: 16.7.18 (+ 2 days 23 rd -24 th)
Outcomes.	I am part of a community – my family tree				I am part of a bigger world- animal riddles Final Outcome: Scrapbook about themselves – transition day followed by family picnic (contribute one item we make in school)		
Special Events/ Launch Day / Visitors.					Visit to a wildlife park		
Peer critique.	Poetry about family		Improved riddle				Any adjustments to scrapbook
Literacy Handwriting daily where possible Comprehension paired in afternoons – include poetry and look at the reading test questions types Spellings sent home from the beginning of terms with spelling activities	Poetry about family	Recount – to church.		Story about friendships Use story to assess and consolidate reading and comprehension skills Pupils should be taught to: <ul style="list-style-type: none">continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluentread accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemesread accurately words of two or more syllables that contain the same graphemes as aboveread words containing common suffixesread further common exception words, noting unusual correspondences between spelling and sound and where these occur in the wordread most words quickly and accurately, without overt sounding and blending, when they have been frequently encounteredread aloud books closely matched to their		Animal riddles. Secure contractions and possessive apostrophe <ul style="list-style-type: none">Writing focus discuss what they have written with the teacher or other pupilsread their writing aloud, clearly enough to be heard by their peers and the teacher- read at the picnic to families can they guess who they are?	
	Consolidation of s, p and grammar – especially homophones, suffixes and consistent use of tense. <ul style="list-style-type: none">develop positive attitudes towards and stamina for writing by:<ul style="list-style-type: none">writing narratives about personal experiences and those of others (real and fictional)writing about real events – recountwriting poetrywriting for different purposesconsider what they are going to write before beginning by:<ul style="list-style-type: none">planning or saying out loud what they are going to write aboutwriting down ideas and/or key words, including new vocabularyencapsulating what they want to say, sentence by sentencemake simple additions, revisions and corrections to their own writing by:<ul style="list-style-type: none">evaluating their writing with the teacher and other pupilsrereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently,						

QUESTION: WHO AM I?

	<p>including verbs in the continuous form</p> <ul style="list-style-type: none"> •proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) •read aloud what they have written with appropriate intonation to make the meaning clear 		<p>improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading. Choose favourite stories for their scrap book</p>		
<p>Numeracy</p> <p>Afternoon sessions</p> <p>Challenged based learning and workshops</p>	<p>Week 6</p> <p>Week 7</p> <p><u>Measurement: Time</u> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Compare and sequence intervals of time.</p>		<p>Week 8</p> <p>Week 9</p> <p>Week 10</p> <p><u>Measurement: Mass, Capacity and Temperature</u></p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>	<p>Where are the children? What do they need further support in to ensure they are secure to move onto Year 3?</p>	<p>Week 11</p> <p>Week 12</p> <p>Investigations</p>
Science				<p>Animals and us animal habitats, Looe wildlife park Portfell visit – solve ‘Who am I?’ clues.</p> <p>How are we similar/ different?</p> <p><i>Identify and name a variety of animals in their habitats including microhabitats</i></p> <p><i>Find out about and describe the basic needs of animals including humans for water, food and air</i></p> <p><i>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</i></p> <p><i>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</i></p> <p><i>Ask and answer questions about totalling and comparing categorical data (revisit, build on previous learning)</i></p>	

QUESTION: WHO AM I?

History/ Geography				Being part of a bigger world – where is the nearest/ furthest place we have travelled? <i>Know the capital cities of the UK and some of the surrounding countries</i> <i>North, South, East, West</i> <i>Find some countries in the UK on the map</i>			
ICT Accelerated Reader ipads	<i>Write an algorithm</i> <i>Explore Daisy the Dinosaur app</i> <i>Use selection when programing</i> <i>Write a story board</i> <i>Program a game</i>						
RE	RE/ PSHE links <i>Reflecting on how living in Cornwall is shaped by its religious traditions.</i> <i>How religious teachings make a difference to individuals, families and communities.</i> <i>Local stories and places of importance near the school</i> <i>Baptism, weddings, special services – learn about people who have a special role in the church. Dave Smith youth leader and Howard Flint vicar.</i> <i>Link with time compare and sequence intervals of time, tell and write the time to five minutes, including quarter to/ past the hour and draw hands on a clock face to show these times, know the number of minutes in an hour and the number of hours in a day (revisit/ build on previous learning).</i>						
Music	Songs about families, communities Collaboration						
Spanish							
Art /DT	Not a focus for this half term						

QUESTION: WHO AM I?

PSHE/ Wellbeing/ Values	Being part of a community – my family tree, being a good friend – how do I demonstrate I am a good friend eg play, make things, invite around, close friends, celebrations – birthdays, walk to a church, refer to the royal wedding Scrap book, transition day – meet the teacher						
	TB plan Relationships I can identify some of the things that causes conflict _____ I can demonstrate who to use the positive problem solving techniques to resolves conflict with my friends						→
PE	Swimming starts for six weeks Dance	dance	dance	dance	dance	dance	dance

Literacy – imitate and grammar week build in dictation and project work, innovate build in slow write, invent independent. Shirley Clarke