



Year 2

Termly Overview & Weekly Breakdown

Summer

Vision Statement

'Aim high and smile'

WEST HOVE
INFANT SCHOOL
.....
A family of friends



About this topic

This term, we'll be kicking off our brogues, donning our flip-flops and sauntering to the beach under the blazing hot British sun! (And we'll be doing a lot of learning along the way!)

From Hove to further afield, we'll be exploring the World's seashores in style. It won't all be sunbathing though! We're going to be learning all about the wonderful sculptures of Henry Moore, Barbara Hepworth, Chris Jordan and Andy Goldsworthy and creating our own art out of both clay and other natural materials.

We'll be reading and writing stories about the seaside, producing exquisite poetry and learning all about Brighton in the Victorian Times – inspired by our trips to the beach. We'll continue our beach-based adventures in Computing, when we'll be learning how to edit photos of the sculptures we make on our trip to the beach!

Please let us know if you have any beach-related stories or experiences to share and, as always, we'd love any volunteers to come and do some reading with the children or join us on our trips.

Thanks and happy paddling!

Where this unit fits in	Key Vocabulary
We will be continuing to deepen our understanding of the similarities and differences between our local area and other locations around the World. This unit builds on our prior learning of narrative story writing and poetry. Building on our Geographical and Historical knowledge, we will explore the lives of Brightonians in the Victorian era.	Sea, beach, seaside, similarities, differences, contrast, Brighton, materials, properties, artists, sculpture, natural, magic, pebbles, narrative, poetry, Victorians, Pavilion, Volk's Railway

Medium Term Plan

Topic: Beside the Seaside		TERM: Summer	Suggested role play areas: Beach theme
By the end of this topic, children will have learned to:			
English	Spoken Language	• Use sentence stems to explain understanding. • Ask questions based on discussions. • Challenge each other to build on and explain ideas. • Explain and discuss texts read to them and those they have read for themselves. • Take turns and listen to others. • Read aloud what they have written with appropriate intonation to make the meaning clear. • Continue to build, appreciate and recite a repertoire of stories and poems.	
	Phonics & Spelling	• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. • Spell many common exception words.	
	Reading	In age-appropriate texts, pupils: • Read words accurately without overt segmenting and blending. • Read fluently. • Apply their phonics knowledge • Understand the text. • Retrieve information. • Make simple inferences. • Understand text structure and organisation. • Discuss the effects of words and language. • Make predictions on the basis of what has been read so far. • Make links between the book they are reading and other books they have read, real-life experiences or films they have seen.	
	Grammar	• Develop a wider vocabulary and use ambitious language. • Demarcate sentences with capital letters and full stops. • Use question marks when required. • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.	
	Transcription	• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Use spacing between words that reflects the size of the letters. • Use cursive handwriting. • Publish and share work to celebrate their achievements.	
	Composition	• Use present and past tense mostly correctly and consistently. • Write a range of fiction and non-fiction texts and poetry.	
	Handwriting	• Use a clear and legible style.	
	Evaluation	• Revisit, evaluate and polish their writing.	
Mathematics	• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); • compare and order lengths • choose and use appropriate standard units to estimate and measure (a selection of) 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 • Understand place value of a 2-digit number.	• To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line. • To distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) • Use the concept and language of angles to describe turn by applying rotations including in practical contexts. • To work with patterns of shapes in different orientations. • Tens and ones within 50	

	- Partition 2-digit numbers. - Add and subtract 2 digit-numbers. - Recall multiplication and division facts for 2s, 5s and 10s - Use multiplication and division knowledge to solve simple problems. - Solve multiplication and division problems using equipment and written strategies. - Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$ and $\frac{3}{4}$, of a number or shape.	- Tens and ones up to and over 100 – Partitioning - Tens and ones up to and over 100 – partitioning and recombining - Tens and ones up to and over 100 – Place Value Charts - Compare objects up to and over 100 - Compare numbers up to and over 100 - Order objects and numbers up to and over 100 - Place value number line positioning - Adding three one-digit numbers. - Number bonds to 20 bridging tens - Adding on a number line ($27 + 7 \dots 27 + 3 + 4$) - To recall and use multiplication and division facts for the 2, 5 and 10 times tables - To write and calculate mathematical statements for multiplication and division using $\times$, $\div$ and $=$ signs - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Geography	- Use simple compass directions and locational and directional language to describe the location of features and routes on a map. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	- Describe key physical and human features of locations. - Use basic geographical vocabulary to refer to and describe key physical and human features of locations. - Use world maps, atlases and globes to identify continents and oceans studied. - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
History	Historical enquiry - Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. - Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. Historical interpretations - Describe changes within living memory and aspects of change in national life. - Describe significant historical events, people and places in his/her own locality.	Organisation & communication - Use a wide vocabulary of everyday historical terms. - Speak about how he/she has found out about the past. - Record what he/she has learned by drawing and writing. Understanding of events, people & changes - Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.
Art	- Artist study: Look at the work of Andy Goldsworthy, Barbara Hepworth, Chris Jordan and Henry Moore - Children create their own natural art piece and photograph. - Generate, develop, model and communicate ideas through talking, drawing, templates and mock-ups	D&T: - Select from and use a range of tools and equipment to perform practical tasks - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria - Explore and use mechanisms in their products. - Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Science	Uses of everyday materials	- Animals including humans - Plants

Computing	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	• Understand that email can be used to communicate emails. • Develop skills in opening, composing and sending • Use appropriate language in emails. • Gain skills in opening and listening to audio files on the computer. • Develop skills in editing and formatting text in emails • Be aware of e-safety issues when using email.
PE	• Striking and fielding • Net and wall games	• Athletics • Invasion games
PSHE	• Understanding what a habit is and how to change them. • Healthy eating and healthy habits. • Transition	• Relationships and loss. • Protective behaviours. • Know when it is fun to feel scared and when they feel unsafe.
RE	• Ask questions about puzzling aspects of life. • To name some religious symbols and understand why they are important. • Identify how they have to make their own choices in life. • To understand how different religions believe the world was created • To understand what forgiveness means. • To show an understanding of the term 'morals' and explain how their actions affect others. • To recognise worship as an expression of religious belief.	
Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.	• Play instruments musically • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.

Summer Ongoing	Key Skills	Planned activities	Resources/ICT links/Books
PE	- To track a rolling ball and collect it. - To develop underarm throwing and catching to field a ball. - To develop overarm throwing to limit a batter's score. - To develop hitting for distance to score more points. - To be able to get a batter out. - To understand the rules of the game and use these to play fairly. - To use the ready position to defend space on court. - To develop returning a ball with hands. - To play against a partner. - To develop racket skills and use them to return a ball. - To develop returning a ball using a racket. - To play against an opponent using a racket. - To develop the sprinting action. - To develop jumping for distance. - To develop technique when jumping for height. - To develop throwing for distance. - To develop throwing for accuracy. - To select and apply knowledge and technique in an athletics carousel. - To understand what being in possession means and support a teammate to do this. - To understand that scoring goals is an attacking skill and to explore ways to do this. - To understand that stopping goals is a defending skill and explore ways to do this. - To explore how to gain possession. - To mark an opponent and understand that this is a defending skill. - To apply simple tactics for attacking and defending.	Striking and fielding games Net and wall games Invasion Games Athletics	Sports equipment Videos Get set PE login
Computing	- Understand that email can be used to communicate emails. - Develop skills in opening, composing and sending - Use appropriate language in emails. - Gain skills in opening and listening to audio files on the computer. - Develop skills in editing and formatting text in emails - Be aware of e-safety issues when using email. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Recognise common uses of information technology beyond school. - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the	<u>Real life scenario at Morocco's ice cream shop in Hove</u> Receive and read emails. Compose replies together. Discuss e-safety and appropriate language. Use Excel to store and present data received. Use excel to create a spreadsheet and input simple data. Organise, store and manipulate data.	Switched on Computing PCs Email system iPads Excel Cake to be stolen!

	internet or other online technologies. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		
RE	• Ask questions about puzzling aspects of life. • Identify how they have to make their own choices in life.	Beautiful World planning	RE packs in resource room
Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Play instruments musically • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.	Music Express – Weather, Pattern, Water and Travel units	Music Express resources on system Instruments, videos and music
PSHE Relationship, transitions and protective behaviours	• Listen to a partner without interrupting and remember and repeat something they have said. • Empathize. Know when it is fun to feel scared and when they feel unsafe.	Relationships and Protective Behaviours • Love and loss • Feeling Good Feeling Safe • Forming positive habits • Life cycles and naming body parts	Flips, videos and resources in resource room

Week 1	Key Skills	Planned activities	Resources/ICT links/Books
Writing	- To learn how to use familiar punctuation correctly, including full stops, capital letters, exclamation marks and questions marks - To use subordination and coordination - To use expanded noun phrases to describe and specify - To add suffixes ment/ness/ful/less/ly	Beach Narrative Explore text using drama Learn modified text	Text- Clean Up by Nathan Bryon See writing flip and resources
Maths	Identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, and $\frac{3}{4}$, and know that all parts must be equal parts of the whole.	Fractions – shape	2D and 3D shapes - Flip - Classroom objects - Nets - Feely bag
Art	- Draw lines of different sizes and thickness. - Use a combination of shapes. - Use clay. - Use techniques such as rolling, cutting, moulding and carving. Mould clay into appropriate shapes. Mould and incise details	Looking at and evaluating Barbara Hepworth & Henry Moore's art. Using observations to create art inspired by Henry Moore and Barbara Hepworth.	Flips Barbara Hepworth examples Henry Moore examples Websites Sketch Books Clay
Science	Plants - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	See flipchart and CUSP resources	Science Flip Concept Question See individual lesson plans
Week 2			
Writing	- To learn how to use familiar punctuation correctly, including full stops, capital letters, exclamation marks and questions marks - To use subordination and coordination - To use expanded noun phrases to describe and specify - To add suffixes ment/ness/ful/less/ly	Beach Narrative Plan and write	Text- Clean Up by Nathan Bryon See writing flip and resources
Maths	- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); - compare and order lengths - choose and use appropriate standard units to estimate and measure (a selection of) 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	Measures - Length and height - Temperature	Rulers Metre sticks Flips Tape measures Thermometers
Art:	- Draw lines of different sizes and thickness. - Use a combination of shapes. - Use clay. - Use techniques such as rolling, cutting, moulding and carving. Use drawing, painting and sculpture to develop ideas	Looking at and evaluating Barbara Hepworth & Henry Moore's art. Using observations to create are inspired by Henry Moore and Barbara Hepworth. Compare to two artist's styles.	Flips Barbara Hepworth examples Henry Moore examples Websites Sketch Books Clay

Science	Plants - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	See flipchart and CUSP resources	Science Flip Concept Question See individual lesson plans
Week 3			
Writing	- To learn how to use familiar punctuation correctly, including full stops, capital letters, exclamation marks and questions marks - To use subordination and coordination - To use expanded noun phrases to describe and specify - To add suffixes ment/ness/ful/less/ly	Beach Narrative Plan and write	Text- Clean Up by Nathan Bryon See writing flip and resources
Maths	- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); - compare and order lengths - choose and use appropriate standard units to estimate and measure (a selection of) 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	Measures Length and height Temperature	Rulers Metre sticks Flips Tape measures Thermometers
History	Significant historical events, people and places in their own locality.	Learn about significant local people, places and events in Brighton and Hove. Prince Regent, Martha Gunn, Royal Pavilion, Volks Railway.	History Flip Concept Question See individual lesson plans Books and magazines Artefacts
Science	Plants - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	See flipchart and CUSP resources	Science Flip Concept Question See individual lesson plans
Week 4			
Writing	- To learn how to use familiar punctuation correctly, including full stops, capital letters, exclamation marks and questions marks - To use subordination and coordination - To use expanded noun phrases to describe and specify - To add suffixes ment/ness/ful/less/ly	Beach Narrative Plan and write Hot task	Text- Clean Up by Nathan Bryon See writing flip and resources
Maths	To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line.	Position & Direction	Whiteboards Pens Books

	- To distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) - Use the concept and language of angles to describe turn by applying rotations including in practical contexts. - To work with patterns of shapes in different orientations.		Folders Bee-bots/outdoor resources
History	Significant historical events, people and places in their own locality.	Learn about significant local people, places and events in Brighton and Hove. Prince Regent, Martha Gunn, Royal Pavilion, Volks Railway.	History Flip Concept Question See individual lesson plans Books and magazines Artefacts
Science	Plants - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	See flipchart and CUSP resources	Science Flip Concept Question See individual lesson plans
Week 5	SATS Maths		
Writing	- To use expanded noun phrases to describe and specify - To learn how to use familiar punctuation correctly, including full stops, capital letters, exclamation marks and questions marks - To learn how to use exclamation, question and command sentences - To use subordination and coordination - To add suffixes ment/ness/ful/less/ly	Newspaper Report	Text- Winnie at the seaside by Valerie Thomas and Korky Paul See writing flip and resources
Maths	- Tens and ones within 50 - Tens and ones up to and over 100 – Partitioning - Tens and ones up to and over 100 – partitioning and recombining - Tens and ones up to and over 100 – Place Value Charts	Place Value	Numicon 100 squares Base 10 blocks Number lines Multilink Maths packs Interactive Whiteboard
History	Significant historical events, people and places in their own locality.	Learn about significant local people, places and events in Brighton and Hove. Prince Regent, Martha Gunn, Royal Pavilion, Volks Railway.	History Flip Concept Question See individual lesson plans Books and magazines Artefacts
Science	Plants - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	See flipchart and CUSP resources	Science Flip Concept Question See individual lesson plans
Week 6			

Writing	- To use expanded noun phrases to describe and specify - To learn how to use familiar punctuation correctly, including full stops, capital letters, exclamation marks and questions marks - To learn how to use exclamation, question and command sentences - To use subordination and coordination - To add suffixes ment/ness/ful/less/ly	Newspaper Report	Text- Winnie at the seaside by Valerie Thomas and Korky Paul See writing flip and resources
Maths	- Understand place value of a 2-digit number. - Partition 2-digit numbers. - Add and subtract 2 digit-numbers. - Recall multiplication and division facts for 2s, 5s and 10s - Use multiplication and division knowledge to solve simple problems. - Solve multiplication and division problems using equipment and written strategies. Identify 1/4, 1/3, 1/2, 2/4 and 3/4, of a number or shape.	Arithmetic and Reasoning/Problem solving challenges	Maths resources Flips Arithmetic and Reasoning and Problem Solving challenges
DT	Design purposeful, functional, appealing products for themselves and other users based on design criteria	Design and make a structure- lifeguard chairs	DT Flip See individual lesson plans
Science	Plants - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	See flipchart and CUSP resources	Science Flip Concept Question See individual lesson plans
Half term			

Summer 2	Key Skills	Planned activities	Resources/ICT links/Books
Week 1			
Writing	- To develop positive attitudes towards writing stamina by writing poetry - To read aloud what they have written with appropriate intonation making the meaning clear - To write down ideas and/or key words including new vocabulary - To use expanded noun phrases to describe and specify	Seaside Poetry	See writing flip
Maths	- Compare objects up to and over 100 - Compare numbers up to and over 100 - Order objects and numbers up to and over 100 - Place value number line positioning	Place Value	Numicon 100 squares Base 10 blocks Number lines Multilink Maths packs Interactive Whiteboard
Art	Andy Goldsworthy- exploring art in nature	Collaborative beach art using natural materials	See plans and flips Natural materials Camera
Science	Uses of everyday materials revisit - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	See flipchart and CUSP resources	Science Flip Concept Question See individual lesson plans
Week 2			
Writing	Reading: - Make predictions - Discuss and compare books - Analyse story structure Writing: - Character description - Planning a story - Revisit, evaluate and polish their writing. - Write in the style of the author - Use suffix words - Use possessive apostrophes	Mr Men & Little Miss Narrative	Mr Men & Little Miss Books (Little Miss Waste Less) Videos Flip
Maths	- Adding three one-digit numbers. - Number bonds to 20 bridging tens - Adding on a number line ($27 + 7 \dots 27 + 3 + 4$)	Addition and Subtraction	X table squares Numicon 100 squares Base 10 blocks Number lines Multilink

			Maths packs Interactive Whiteboard
Art	Andy Goldsworthy- exploring art in nature	Collaborative beach art using natural materials	See plans and flips Natural materials Camera
Science	Uses of everyday materials revisit - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	See flipchart and CUSP resources	Science Flip Concept Question See individual lesson plans
Week 3			
Maths	- Addition Two two-digit numbers. - Subtraction Two two-digit numbers.	Addition and Subtraction	X table squares Numicon 100 squares Base 10 blocks Number lines Multilink Maths packs Interactive Whiteboard
Writing	Reading: - Make predictions - Discuss and compare books - Analyse story structure Writing: - Character description - Planning a story - Revisit, evaluate and polish their writing. - Write in the style of the author - Use suffix words - Use possessive apostrophes	Mr Men & Little Miss Stories	Mr Men & Little Miss Books Videos Flip
Geography	Map and field skills - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct	Map and field skills	CUSP planning resources

	basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
Science	Uses of everyday materials revisit - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	See flipchart and CUSP resources	Science Flip Concept Question See individual lesson plans
Week 4			
Writing	Reading: - Make predictions - Discuss and compare books - Analyse story structure Writing: - Character description - Planning a story - Revisit, evaluate and polish their writing. - Write in the style of the author - Use suffix words - Use possessive apostrophes	Mr Men & Little Miss Stories	Mr Men & Little Miss Books Videos Flip
Maths	- To recall and use multiplication and division facts for the 2, 5 and 10 times tables - To write and calculate mathematical statements for multiplication and division using X, $\div$ and = signs - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Multiplication and Division	X table squares Numicon 100 squares Base 10 blocks Number lines Multilink Maths packs Interactive Whiteboard
Geography	Map and field skills - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical	Map and field skills	CUSP planning resources

	features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
Science	Plants and animals revisit - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Notice that animals, including humans, have offspring which grow into adults. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	See flipchart and CUSP resources	Science Flip Concept Question See individual lesson plans
Week 5			
Writing	- Write in the style of the author - Revisit, evaluate and polish their writing. - Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. - Use speech marks. - Publish and share work to celebrate their achievements.	Mr Men & Little Miss Stories	Mr Men & Little Miss Books Videos Flip
Maths	- To recall and use multiplication and division facts for the 2, 5 and 10 times tables - To write and calculate mathematical statements for multiplication and division using X, ÷ and = signs - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Multiplication and Division	X table squares Numicon 100 squares Base 10 blocks Number lines Multilink Maths packs Interactive Whiteboard
Science	Plants and animals revisit - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Notice that animals, including humans, have offspring which grow into adults. - Find out about and describe the basic needs of	See flipchart and CUSP resources	Science Flip Concept Question See individual lesson plans

	animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		
Geography	Map and field skills - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Map and field skills	CUSP planning resources
Week 6 and 7			
Writing	- Revisit, evaluate and polish their writing. - Publish and share work to celebrate their achievements.	Mr Men & Little Miss Stories	Mr Men & Little Miss Books Videos Flip
Maths	Reasoning and problem solving challenges including (+, -, x, divide and fractions)	Investigations	A range of practical resources including numicon, place value counters and deins
DT	Plan/Make - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable - Explore and use mechanisms [for example, levers, sliders,	Sunglasses cases	Bag materials Sewing equipment Glue Tape Sequins Fabric crayons & pens

	wheels and axles], in their products.		
Science	Plants and animals revisit • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	See flipchart and CUSP resources	Science Flip Concept Question See individual lesson plans
Fabulous finish	End of infant school celebration. Assembly and playground activities. Sports day. Beach trip.		