

Puffins Class

Summer 2021 Topic Web



<u>Learning across the Curriculum</u>		<u>Subject Key Skills</u>	
<p><u>English</u></p> <p>See English topic web</p> <p><u>Phonics</u></p> <p>Year 1 and 2 - Spelling rules.</p> <p>Reception - Consolidate Phase 3 & 4 - writing focus. Learn Phase 5 part 1</p> <p><u>Religious Education</u></p> <p>Year 1 & 2- Who do Christians say made the world? (Creation) (Summer 1) How should we care of others and the world and why does it matter (Summer 2).</p> <p>Reception - Which places are special and why? (Summer 1) Which stories are special and why? (Summer 2)</p> <p><u>Art - Painting</u></p> <p>Use a variety of tools and techniques including different brush sizes and types.</p> <ul style="list-style-type: none"> • Mix and match colours to artefacts and objects. • Work on different scales. • Experiment with tools and techniques e.g. layering, mixing media, scrapping through. • Name different types of paint and their properties <p><u>Reception</u></p> <p>In Reception we will be focusing on the topics Bees and Growing. Our activities will be based on "in the moment planning" based on the children's interests, and our "Reception Yearly Plan", which can be found here (see Summer 1 and Summer 2 columns): http://www.landewednack.cornwall.sch.uk/website/eyfs_nursery_and_reception/529869</p>	<p><u>Mathematics</u></p> <p>Year 1 & 2</p> <p>Consolidating place value, arithmetic, problem solving.</p> <ul style="list-style-type: none"> o Properties of Shape o Length, Height, Capacity & Temperature o Position and Direction o Time <p>Reception</p> <ul style="list-style-type: none"> • Counting and comparing • Money and counting • Time • Shape • Counting to 100 <p><u>PSHE</u></p> <p>Being part of the wider world</p> <ul style="list-style-type: none"> • Rights and Responsibilities • Looking after our environment • Everyone is different • Money and where it comes from <p><u>Design & Technology Mechanical Systems</u></p> <ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms. <p><u>Music - Composition</u></p> <ul style="list-style-type: none"> • Children compose their own music using a range of instruments. • Transcribing our compositions. • Learning about composers: <ul style="list-style-type: none"> o Mozart, Elton John, Alma Deutscher, Hans Zimmer, Lin-Manuel Miranda 	<p><u>History - Technology over time in my local area</u></p> <ul style="list-style-type: none"> • Changes in living memory • How has technology changed over time? • How do we know what technology was like in the past? • How could we find out? • How has technology changed our lives? • How has technology changed in Cornwall? <p><u>Geography - Local Area Study</u></p> <ul style="list-style-type: none"> • 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. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<p><u>Science</u></p> <p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive. • identify that most living things live in habitats to which they are suited and describe. • how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. <p><u>Experiments & Scientists</u></p> <p>Conduct experiments and learn about scientists</p> <ul style="list-style-type: none"> • Marie Curie • Mae Jemison • Henry Trengrouse • Alan Turing <p><u>Computing - Coding</u></p> <p>Learn how to code using Espresso</p> <p><u>PE</u></p> <ul style="list-style-type: none"> • Dance • Position and Direction • Multi-skills/speed, agility and balance • Team games • Swimming & Yoga

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Summer 2021 English Topic Web



<u>Reading</u>	<u>Writing</u>	<u>Spelling, Punctuation and Grammar</u>	<u>Oracy</u>
<p>Reading biographies</p> <p>Reading and following instructions</p> <p>Reading and comparing fairy tales (narrative)</p> <ul style="list-style-type: none"> - Hansel and Gretel - Rapunzel - Jack and the Beanstalk Little Red Riding Hood <p>Reading and acting fairy tale play scripts</p> <ul style="list-style-type: none"> - Little Red Riding Hood <p>Poetry</p> <ul style="list-style-type: none"> - Traditional Poems <ul style="list-style-type: none"> - AA Milne - Wind on the Hill, Buckingham Palace, Now we Are Six - Robert Louis Stevenson - Bed by Day - Revolting Rhymes (Roald Dahl) - The Gruffalo (Julia Donaldson) - Maya Angelou - Life doesn't frighten me at all <p>Small group reading Written comprehension based on VIPERS skills and the specific needs of the group.</p> <p>Read aloud: Non fiction and biography focus.</p>	<p>Non Fiction</p> <ul style="list-style-type: none"> - About me - non chronological report - Instructions <p>Fiction</p> <ul style="list-style-type: none"> - Newspaper report of a fairy tale event - Write a fairy tale - Write a play script - Write in role as a fairy tale character (recount) <p>Poem</p> <ul style="list-style-type: none"> - Compose a repeating poem - Compose 4 sentence type poems 	<p>Year 2s - Grammar Hammer Stage 2</p> <p>Year 1s - Grammar Hammer Stage 1</p> <p>In our final term, we will be working in small groups, with specific targets focused on the needs of the children. This will be based on the English curriculum and our skills progression, which can be found on our website http://www.landewednack.cornwall.sch.uk/website/english/241177</p>	<p>Small groups will particularly allow us to focus on developing confident spoken language and oracy skills.</p> <ul style="list-style-type: none"> - Correct use of that/what (I have a toy that flies) - Clarifying and summarising in small group discussions. - Reading out loud with expression and confidence. - Asking questions to clarify when needed. - Performing a play script - Expressing opinions using full sentences. E.g. I think _____ because _____. - Giving a presentation - focus on confidence and register when presenting to others. - Performing poems as a group - listening to others and speaking chorally.