

Bamburgh Class Overview - Summer 1 2026

Topics Themes	History: The Great Fire of London (cont.) Science: Animals (including humans) Health and Survival	
Subject	What we will learn this half term:	
English	<p>This half term the children will have daily phonics, reading, spellings and handwriting sessions. Using a range of texts, children will develop skills in phonic recognition, decoding words, understanding how to use expression and inference skills.</p> <p>Phonics – Read Write Inc. Children will:</p> <ul style="list-style-type: none"> ● read new sounds and review previously to taught sounds ● sound out the names of characters and unfamiliar words ● understand the meaning of new words ● read the story ● predict the outcome, after listening to a story introduction ● discuss and compare key moments in the story ● spell common words with common graphemes and suffixes ● build and rehearse their own sentences based on ideas from the story ● edit their writing to correct grammar and punctuation ● use new vocabulary in their writing. 	
	<p>Y1 SPAG & Writing composition Non- Chronological report Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and' and 'but'. Separate words with spaces of a roughly consistent size. Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train). Sequence ideas and events in different non-fiction texts, e.g. decide on information or events to put on each page in a simple non-fiction book. Use regular plural noun suffixes -s or -es. Narrative Use familiar plots for structuring the opening, middle and end of their stories. Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words. Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. Understand how the prefix 'un' changes the meaning of verbs and adjectives. Discuss their writing with adults, my favourite word is...saying what they like about it, e.g. my favourite word is...</p>	<p>Y2 SPAG & Writing composition Non-Chronological Report With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. Within their own writing, edit and improve simple and compound sentences using the joining words and, but, so and or (co-ordination). Use present tense for non-chronological reports and persuasive adverts. Use sentences with different forms: statements and commands. Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing. Independently, edit and improve own writing to ensure accurate and consistent use of tense, e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations. Use apostrophes for singular possession in nouns, e.g. the girl's name. Narrative Edit and improve their own writing by strengthening the use of adjectives to create simple noun phrases. Evaluate their writing with adults, saying what they think is good about their writing and what might make it even better: Generate, select and effectively use adverbs. Use apostrophes for contracted forms. Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</p>
	<p>Y1 Reading Focus Word Reading To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes e.g. ow in snow and cow. To read words containing taught GPCs and -s and -es endings. Comprehension (Positive attitudes and love of reading) To recognise the difference between fiction and non-fiction. To discuss word meanings, linking new meanings to those already known. To choose their own books/stories to read and say why they have chosen it verbally and in written form. Comprehension (accuracy, fluency and understanding) To make inferences based on what is said and done. To express opinions verbally and in written form about main events and characters in a story based on what is being said. To recognise verbally and in written form why a character is feeling a certain way based on what is being said. To answer questions on a text they have read relating to who, what, where, when, why and how.</p>	<p>Y2 Reading Focus Word Reading To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. To use tone and intonation when reading aloud. To read words containing common suffixes e.g. -le, -tion, el, -al Comprehension (Positive attitudes and love of reading) To make links between texts based on prior reading experience. To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Comprehension (accuracy, fluency and understanding) To make and write inferences on the basis of what is said and done e.g. Hansel was clever when he put stones in his pocket because... Comprehension (discussion, retrieval and analysis) To explain their own responses to a text. To identify and write about how vocabulary choice affects meaning, for example, crept lets you know that he is trying to be quiet.</p>
Maths	<p>Money</p> <ul style="list-style-type: none"> ● Recognise coins and notes ● Count money - pence ● Count money pounds (notes and coins) ● Count money - pounds and pence ● Choose notes and coins ● Compare amounts of money ● Calculate with money ● Make a pound ● Find the change 	<p>Fractions</p> <ul style="list-style-type: none"> ● Part and whole ● Equal and unequal parts ● Recognise a half ● Find a half ● Recognise a quarter ● Find a quarter ● Find a third ● Find the whole

Science	<p>Animals including humans 1 – Health & survival</p> <ul style="list-style-type: none"> • Describe the needs of animals for survival. • Describe the needs of humans for survival. • Explore the importance of eating the right food. • Describe what a healthy, balanced diet looks like. • Investigate the impact of exercise on our bodies. • Investigate the importance of hygiene.
Humanities (History and Geography)	<p>History: The Great Fire of London - Overarching enquiry questions: What was the Great Fire of London, and what consequences did it have?</p> <ul style="list-style-type: none"> • Who was Samuel Pepys and how did his diary help historians understand what happened during the Great Fire? • How did London change after the Great Fire? • What important buildings were rebuilt after the Great Fire?
Art & Design/ DT	<p>Painting and mixed media: Life in Colour</p> <ul style="list-style-type: none"> • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others'. • Describe ideas for developing their collages. • Choose materials and tools after trying them out.
PSHE/RSE (British Values)	<p>Physical health and Mental wellbeing Keeping healthy; food and exercise, hygiene routines; sun safety.</p>
RE	<p>Who is Muslim and how do they live? (Part 2) Make sense of belief: Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Understand the impact: Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). Give examples of how Muslims put their beliefs about prayer into action. Make connections: Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>
Computing	<p>Unit 1.4 Data and information – Grouping data</p> <ul style="list-style-type: none"> • Introduce data and information. • Use labels to put objects into groups, and label these groups. • Begin to sort objects into different groups, based on their properties. • Use their ability to sort objects into different groups to answer questions about data.
Music	Charanga Music School Unit: Playing in an Orchestra
PE	<p>NUFC Foundation PE Coaching: Problem Solving and Challenge</p> <p><i>Children should come to school in their PE kit on Thursdays.</i></p>

Useful links:

School360
Numbots
Spelling Shed
BBC Bitesize