Bamburgh Class Overview- Summer 1 2024

Topics Themes	Keeping healthy; food, nutrition and exercise, hygiene routines; sun safety. The History of Alnmouth – How has Alnmouth changed over time? To understand where they live and the wider world. To show respect towards the environment, communities and religions.
Subject	What we will learn this half term:
English	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. Key texts this term will be: I ate sunshine for breakfast by Michael Holland; Mrs Noah's garden by Jackie Morris; What makes me a me? by Ben Faulks. **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. **Comprehension (discussion, retrieval and analysis)** • To locate information on a simple fact sheet. • To begin to retrieve from non-fiction texts including using contents pages and glossaries. **Writing focus and composition** **Narrative** • Use capital letters for names of people, places and days of the week. • Use the joining word but to link words and clauses. • Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'. • Read their writing to an adult. **Advert** • Sequence events in non-fiction recounts using vocabulary such as 'first', 'next', 'after that' and 'finally'. • Identify and use exclamation marks. • Orally rehearse ideas linked to non- fiction, e.g. pass a 'microphone' around the group, into which each child can speak their sentence. • Read their writing audibly to a small group. • Orally compose simple sentences to write short non-fiction texts, e.g. Information text, postcard, instructions.

Maths	**Place Value (within 50)** • Count from 20 to 50 • 20, 30, 40 and 50 • Count by making groups of tens • Groups of tens and ones • Partition into tens and ones • The number line to 50 • Estimate on a number line to 50 • 1 more, 1 less	**Multiplication and Division** • Count in 2s • Count in 10s • Count in 5s • Recognise equal groups • Add equal groups • Make arrays • Make doubles • Make equal groups – grouping

Science	**Shared texts:** I ate sunshine for breakfast by Michael Holland Mrs Noah's garden by Jackie Morris **Questions to investigate:** *What is inside a seed/bulb?* *How long does it take for seeds to germinate?* *What do plants require in order to grow?* **Plants** • Understand that seeds grow into plants. • Identify the basic parts of a plant and tree. • Understand that different plants can grow in the same environment.

	• Know the difference between deciduous and evergreen trees. • Know that fruit trees and vegetables are varieties of plants. • Record the growth of a plant. ***Comparative test***: Which tree has the biggest leaves? ***Identify & classify***: How can we sort the leaves that we collected on our walk? ***Observation over time:*** How does my sunflower change each week? ***Pattern seeking***: Is there a pattern in where we find moss growing in the school grounds? ***Big Assessment Opportunity:*** How many types of plant are there?
Humanities (History and Geography)	**History of Alnmouth** **Overarching enquiry questions**: How has Alnmouth changed over time? When did people first settle in the Alnmouth area? Why was Alnmouth important for settlers? How has Alnmouth changed over the last 100 years? What events and inventions changed the history of Alnmouth? Why did the Victorians come to Alnmouth? What made it easier for people to come to Alnmouth on holiday?
Design & Technology	**Cooking and nutrition: Fruit and vegetables** Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging. • To identify if a food is a fruit or vegetable. • To identify where plants grow and which parts we eat. • To taste and compare fruit and vegetables. • To make a fruit and vegetable smoothie.
PSHE/RSE (British Values)	**Physical health and Mental wellbeing** Keeping healthy; food and exercise, hygiene routines; sun safety. **British Values: Individual Liberty** How do I feel? Only one you Core texts: What makes me a me? by Ben Faulks; My many coloured day by Dr Seuss.
RE	**Northumberland Agreed Syllabus** **1. 4 Gospel: What is the good news Jesus brings?** ***Make sense of belief***: Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. ***Understand the impact:*** Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). ***Make connections:*** Think, talk and ask questions about whether Jesus' good news is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.
Computing	**Unit 1.5 Programming A – Moving a robot** **Moving a robot** Introduce early programming concepts using floor robots. Short algorithms and programs**.**
Music	**Charanga Music** Unit 5: Having fun with improvisation Social question: What songs can we sing to help us through the day?
PE	**NUFC Foundation PE Coaching –** Problems Children should come to school in their PE kit every Thursday.

Useful links:
School360
Numbots
Spelling Shed
BBC Bitesize