

## Bamburgh Class Overview - Summer 2 2026

<b>Topics Themes</b>	<p>Geography - What can you see at the coast?            DT - Cooking and nutrition: Fruit and vegetables            PSHE/RSE - Growing and changing            RE - How should we care for the world and for others, and why does it matter?</p>	
<b>Subject</b>	<p>What we will learn this half term:</p>	
<b>English</b>	<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. Texts we will share this term: Saving the Butterfly, Oi Dog, Not Now Bernard, Someone Swallowed Stanley, Sally and the Limpet, The Snail and the Whale, Caterpillar Cake (Poems), Smelly Jelly and Smelly Fish, Our Trip to the Woods and Plants by DK.</p>	
	<p><b>Y1 Writing Composition</b>  <b>Recount</b>            Use capital letters for names of people, places, days of the week and the personal pronoun I, e.g. editing and improving independent writing with support.            Identify and use question marks and exclamation marks in independent writing.            Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'.            Sequence events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.            Discuss their writing with adults and peers, e.g. using speaking frames such as 'The best word I have used is...'; 'My handwriting is good because...'; 'I am proud of my writing because...'  <b>Poetry</b>            Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helper.            Discuss their writing with adults, saying what they like about it.            Read aloud their writing audibly to adults and peers.</p>	<p><b>Y2 Writing Composition</b>  <b>Recount</b>            Use and punctuate sentences correctly with different forms: statement, question, command, exclamation.            Independently, edit and improve their own writing using full stops, capital letters, exclamation marks and question marks.            Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing.            Independently, edit and improve their own writing by strengthening the use of verbs and adverbs.            Independently, edit and improve their own writing to ensure accurate and consistent use of tense. Use subordination for time using when, before and after e.g. Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed.  <b>Poetry</b>            Identify purpose and audience for writing.            Discuss the language and structural organisation needed, e.g. a snappy slogan, a question, alliteration, bullet points, exclamations, captions.            Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience.</p>
	<p><b>Y1 Reading Focus:</b>  <b>Word reading:</b>            Identify unfamiliar words within the context of a text and discuss meanings.  <b>Developing pleasure and motivation to read:</b>            Relate texts to own experiences and describe them with some detail.            Make personal reading choices and give more detailed reasons for their selection.  <b>Understanding books:</b>            Check that texts make sense while reading and self-correct.            Develop and demonstrate their understanding of characters and events drawing on language from the text.            Give opinions and support with reasons e.g. because...            Make simple inferences based on what has been said and done.</p>	<p><b>Y2 Reading Focus:</b>  <b>Recount</b>            With support, make thoughtful contributions to discussions about texts in group situations, e.g. pairs, guided groups.            Identify and discuss words within the context of a text, using morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.            Pose questions following reading non-fiction texts to deepen understanding.  <b>Poetry</b>            Learn to recite a poem out loud to a large group/ whole class.            Choose favourite words and phrases from a text and give detailed reasons why.</p>
<b>Maths</b>	<p><b>Y1</b>  <b>Money</b>            Unitising            Recognise coins            Recognise notes            Count in coins  <b>Position and direction</b>            Describe turns            Describe position – left and right Describe position – forwards and backwards            Describe position – above and below            Ordinal numbers  <b>Time</b>            Before and after            Days of the week            Months of the year            Hours, minutes and seconds            Tell the time to the hour            Tell the time to the half hour  <b>Mass and volume</b>            Heavier and lighter Measure mass            Compare mass            Full and empty</p>	<p><b>Y2</b>  <b>Money</b>            Recognise coins &amp; notes            Count money pence            Count money pound            Count money pence &amp; pounds            Choose notes and coins            Compare amounts of money            Calculate with money  <b>Position and direction</b>            Language of position            Describe movement            Describe turns            Describe movement and turns Shape patterns with turns  <b>Time</b>            O'clock and half past            Quarter past and quarter to            Tell the time past the hour            Tell the time to the hour            Tell the time to 5 minutes            Minutes in an hour            Hours in a day  <b>Mass and Volume</b></p>

	<p>Compare volume Measure capacity Compare capacity</p> <p><b>Fractions</b> Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity</p>	<p>Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity</p> <p><b>Fractions</b> Unit fractions Non-unit fractions Recognise the equivalence of a half and two-quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole</p>
Science	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>● Observe and describe how seeds and bulbs grow into mature plants.</li> <li>● Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</li> <li>● Understand that plants need space, water, sunlight and a suitable temperature to grow</li> <li>● Explain how a plant makes its own food through the process of photosynthesis.</li> <li>● Explain that plants use carbon dioxide, sunlight and water to create glucose.</li> <li>● Understand the life cycle of a plant.</li> <li>● Produce a diagram to explain the life cycle of a plant.</li> <li>● Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>● Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>● Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	
Humanities (History and Geography)	<p><b>Geography - What can you see at the coast?</b></p> <ul style="list-style-type: none"> <li>● Name and locate the seas and oceans surrounding the UK in an atlas.</li> <li>● Label these on a map of the UK.</li> <li>● Describe the location of the seas and oceans surrounding the UK using compass points.</li> <li>● Define what the coast is.</li> <li>● Locate coasts in the UK.</li> <li>● Name some of the physical features of coasts.</li> <li>● Explain the location of UK coasts using the four compass directions.</li> <li>● Name features of coasts and label these on a photograph.</li> <li>● Identify human features in a coastal town.</li> <li>● Describe how people use the coast.</li> <li>● Follow a prepared route on a map.</li> <li>● Identify human features on the local coast.</li> <li>● Record data using a tally chart.</li> <li>● Represent data in a pictogram.</li> <li>● Describe how the local coast has been used.</li> </ul>	
Art & Design/ DT	<p><b>Cooking and nutrition: Fruit and vegetables</b></p> <ul style="list-style-type: none"> <li>● Describe fruits and vegetables and explain how to identify fruits.</li> <li>● Name a range of places that fruits and vegetables grow.</li> <li>● Describe basic characteristics of fruit and vegetables.</li> <li>● Prepare fruits and vegetables to make a fruit kebab.</li> </ul>	
PSHE/RSE (British Values)	<p><b>Growing and changing</b> Growing older; naming body parts; moving class or year.</p> <p><b>Keeping safe</b> Safety in different environments; risk and safety at home; emergencies</p>	
RE	<p><b>How should we care for the world and for others, and why does it matter? (continued from last half term)</b></p> <p><b>Make sense of belief:</b> Identify a story or text that says something about each person being unique and valuable. Give an example of a key belief some people find in one of these stories (e.g. that God loves all people). Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</p> <p><b>Understand the impact:</b> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. Give examples of how Christians and Jews can show care for the natural earth. Say why Christians and Jews might look after the natural world.</p> <p><b>Make connections:</b> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	
Computing	<p><b>Unit 1.5 Programming A – Moving a robot</b> <b>Moving a robot</b> Introduce early programming concepts using floor robots. Short algorithms and programs</p>	
Music	<p>Charanga Music School Unit: Having fun improvisation.</p>	
PE	<p>NUFC Foundation PE Coaching: Athletics &amp; fitness (Thursday) Cricket with Tom Vickers (Tuesday) <i>Children should come to school in their PE kit on Tuesdays &amp; Thursdays.</i></p>	

**Useful links:**

[School360](#)

[Numbots](#)

[Spelling Shed](#)

[BBC Bitesize](#)