

## Bamburgh Class Overview Summer 1 2025

<b>Topics Themes</b>	<b>Food and farming</b> <i>Independence &amp; Challenge: To develop the life skills necessary to work with growing independence and perseverance.</i>	
<b>Subject</b>	What we will learn this half term:	
<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: Jack and the Beanstalk, Jack and the Magic Baked Beanstalk, Handa's Surprise, Oliver's Vegetables, Ready Steady Grow, The Tin Forest, The Tiny Seed, A Seed is Sleepy.</p>	
	<b>Y1 Writing Composition</b> <b>Narrative</b> 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.  <b>Advert</b> 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.	<b>Y2 Writing Composition</b> <b>Narrative</b> Write narratives about personal experiences and those of others (real and fictional). Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks. Proofread to check for errors in spelling, grammar and punctuation. Within their own writing, edit and improve simple and compound sentences using the joining words and, but, so and or (coordination).  <b>Advert</b> Secure the use of full stops, capital letters, exclamation marks and question marks. Use subordination for time using before and after. Use present tense accurately and consistently for persuasive adverts. Use commas to separate items in a list. Identify purpose for writing.
	<b>Y1 Reading Focus:</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 detail. Enjoy and recite rhymes and poems and express preferences.  <b>Understanding books:</b> Check that texts make sense while reading and self-correct. Develop and demonstrate their understanding of characters and events through role play and drama. Identify, discuss and sequence the main events in stories. Make predictions based on what has been read so far and give reasons. Participating in discussion about texts; listen to what others say and take turns to speak.	<b>Y2 Reading Focus:</b> <b>Narrative</b> Discuss the main events in stories and sequence using language such as First of all, Moments later, After a while, Finally etc. Draw inferences about characters and events referring to specific evidence from the text.  <b>Advert</b> Activate prior knowledge, raise questions, and find and note answers e.g. What do we know? What do we want to know? What have we learned? Locate specific information in order to answer questions from a selection of non-fiction texts
	<b>Maths</b>	<b>Y1</b> <b>Multiplication and division</b> Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing <b>Length and Height</b> Compare lengths and heights Measure length using objects Measure length in centimetres <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

<b>Science</b>	<p><b>Working Scientifically:</b> Y1 Use observations and ideas to suggest answers to questions. Y2 Present information in charts and tables. Decide whether a test was fair. Use results to draw conclusions</p> <p><b>Plants</b>  Children will learn how to:  Observe and describe how seeds and bulbs grow into mature plants.  Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.  Understand that plants need space, water, sunlight and a suitable temperature to grow  Explain how a plant makes its own food through the process of photosynthesis.  Explain that plants use carbon dioxide, sunlight and water to create glucose.  Understand the life cycle of a plant.  Produce a diagram to explain the life cycle of a plant</p>
<b>Humanities (History and Geography)</b>	<p><b>Geography - Food and Farming</b>  Know that geography is the study of places and the relationships between people and their environments.  Recognise the names of seven continents and names on a world map and globe (as a class using a labelled map/ globe).  Know the location of the North and South Poles and know that they are the cold parts of the Earth.  Know that many animals have their offspring in the spring so that they have as long as possible in the warm to grow, ready for their first winter when it is hardest to find food and survive. Know that farms and fields are human features, and vegetation is a physical feature.  Know that a farm is a place where plants are grown for food and animals kept for other things such as wool from sheep. Some farms only grow plants and some farms only keep animals and some do both.  Recognise farms, fields and vegetation in photographs (including aerial photographs).  Know that crops are plants such as wheat or potatoes that are planted by the farmer in fields to make food that they then sell to other people.  Understand the concept of harvest as a gathering of many crops once they have ripened as the summer ends.  Recognise photographs of farms and fields before and after the harvest.  Know that our food is grown or raised on farms and that we eat food that is grown in different parts of the world.  Know that food is transported to and from all over the world, mostly via boats and lorries, though other forms of transportation are also used.</p>
<b>Art &amp; DT</b>	<p><b>Mechanisms: Making a moving monster</b>  <i>To look at objects and understand how they move. To look at objects and understand how they move. To explore different design options. To make a moving monster.</i>  Identify the correct terms for levers, linkages and pivots. Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions. Design monsters suitable for children, which satisfy most of the design criteria. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned monster features. Assemble the monster to their linkages without affecting their functionality.</p>
<b>PSHE/RSE (British Values)</b>	<p><b>British Values: Rule of Law</b>  Living together and getting along (The Little Red Hen)  Living together and getting along (My role and the role of others in society)  Living together and getting along (What are the rules?)  <b>British Values: Individual Liberty</b>  How do I feel?  Only one you  My many coloured day  Core text: What makes me a me? by Ben Faulks</p>
<b>RE</b>	<p><b>1:9 How should we care for the world and for others, and why does it matter?</b>  <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.  <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.  <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>
<b>Computing</b>	<p><b>Data and information – Pictograms</b>  Introducing the term 'data'. Begin to understand what data means and how this can be collected in the form of a tally chart. Learn the term 'attribute' and use this to help them organise data. Progress onto presenting data in the form of pictograms and block diagrams. Use data presented to answer questions.</p>
<b>Music</b>	<p>Unit 5: Exploring improvisation  Social question: How does music make us happy?</p>
<b>PE</b>	<p><b>NUFC Foundation PE Coach</b>  <b>Problem Solving and Challenge Games</b>  Move with ease and show control in a range of physical contexts. Generate &amp; implement ideas and strategies to solve problems. Communicate clearly and cooperatively with others.  (Children should come to school in their PE kit every <b>Thursday</b>.)</p>

