

| English               |   |
|-----------------------|---|
| Genre                 | Captions and lists  |
| Reading Texts         | I am Neil Armstrong   |
|                       | The Man Engine Remembers  |
| Grammar & Punctuation | No Nonsense Grammar   |
|                       | Strand 2—Nouns and Noun Phrases   |
| Spelling              | We will be reviewing Phase 5 phonemes and Tricky Words from Year 1 Summer 2 and then moving on to Little Wandle's 'Bridge to Spelling'. |
|                       | Tricky words will include reviewing:  |

| Maths                    |  |
|--------------------------|--|
| Unit                     | Language   |
| Place Value              | Number, digit, count, recognise, tens, ones, part, whole. Place value chart, partition, expanded form, number line, estimate, com- |
| Addition and Subtraction | Bonds to 10, fact families, addition, subtraction, add, subtract, 1-digit, 2-digit, more, less, compare                            |
| Shape                    | Recognise, count, draw, sort, 2D, 3D, faces, edges, vertices, lines of symmetry  |

| History |  |
|---------|--|
| 1       | How can we learn about the past?   |
| 2       | Why was mining important in Cornwall?                                    |
| 3       | What was life like for people in Cornwall in the past?                   |
| 4       | Who were the key mining individuals that have influenced Cornwall today? |
| 5       | How has Cornish mining been celebrated and preserved today?              |
| 6       | How did Cornish mining shape the lives of people in the past?            |

| History — Cornish mining |   |
|--------------------------|---|
| Tier 3                   | Bal maiden, poll pick, tull, gads   |
| Tier 2                   | Evidence, century, tin, copper, industry, engine house, decline, heritage, preserve |
| Tier 1                   | Mining, past, present, pasty  |

| Science - Uses of Everyday Materials |   |
|--------------------------------------|---|
| Tier 1                               | Structure, construction, obstacle, hinder, limit, force, waterproof, fluorescent, protective  |
| Tier 2                               | Material, suitable, object, property, stretchy, elastic, floppy, twist, bend, stretch, squash |
| Tier 3                               | Wood, metal, plastic, rock, paper, glass, brick   |

| RE - Who do Christians say made the world? |                              |
|--|------------------------------|
| Tier 3                                     | Genesis, creator, creation   |
| Tier 2                                     | Bible, Christian, harvest    |
| Tier 1                                     | God, Earth, praise, thankful |

### Class Book



### Physical Education (Complete P.E—jumping)



#### Key Success Criteria

- P** Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games.
- C** Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping.
- S** Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others.
- W** Pupils will consistently apply life skills such as self belief and honesty as they play within the rules of the game and jump confidently.

### SMSC



### Being Me



### Fab Friday

### Music (am)

### Forest School / Cooking (pm)

