

Pear Tree Primary School  
*'Being our best selves'*

Topic – **'Adventurers'**  
 Summer (1) 2024

Books: 'Where the wild things are' by Maurice Sendak and Spring/Summer Poetry

	<b>Week 1</b> <i>W/B</i> <i>15<sup>th</sup> April</i>	<b>Week 2</b> <i>W/B</i> <i>22<sup>nd</sup> April</i>	<b>Week 3</b> <i>W/B</i> <i>29<sup>th</sup> April</i>	<b>Week 4</b> <i>W/B</i> <i>6<sup>th</sup> May</i>	<b>Week 5</b> <i>W/B</i> <i>13<sup>th</sup> May</i>	<b>Week 6</b> <i>W/B</i> <i>20<sup>th</sup> May</i>
<b>SIGNIFICANT DATES</b>	<b>Back to school</b> Monday 15 <sup>th</sup>			<b>Bank Holiday</b> Monday 6 <sup>th</sup>		<b>Nantwich Museum Visit</b> Wednesday 22 <sup>nd</sup> May  <b>Break up for half term</b> Friday 24 <sup>th</sup>
<b>Curriculum pledge</b>					Bird Watching	
<b>English</b>  <b>Read to Write</b>  Non-chronological report	<b>'Where the wild things are'</b>  <b>Immerse:</b>  I am learning to understand the setting, characters and events through drama  I am learning to understand and new vocabulary in the vehicle text  Read, discuss and use conjunctions  Suffix -er	<b>'Where the wild things are'</b>  <b>Analyse:</b>  I am learning to understand the key features of a non-chronological report  I am learning to discuss language features of the vehicle/example text  I am learning to identify and discuss writer's knowledge (connectives, adding -ed to verbs, headings, adjectives and sentence starters)	<b>'Where the wild things are'</b>  <b>Plan:</b>  I am learning to plan my own information report on my selected 'Wild Thing'  Name  Appearance  Diet  Movement  Amazing fact	<b>'Where the wild things are'</b>  <b>Write:</b>  I am learning to use my plan to write my non-chronological report  I am learning to use effective vocabulary, grammar and punctuation in my writing  I am learning to edit, revise and proofread my own writing	<b>Animal Poetry</b> (linked to science and geography learning)  <b>Writing focus:</b>  Punctuation, grammar, sentence structure and handwriting  Acrostic poems  Shape poems  Rhyming poems  Suffix – ing	<b>Spring/Summer Poetry</b> (linked to science and geography learning)  <b>Writing focus:</b>  Punctuation, grammar, sentence structure and handwriting  Rhyming words  Shape poems  Alliteration

<p><b>English Writing Skills</b></p>	<p><b>Punctuation and grammar:</b></p> <ul style="list-style-type: none"> <li>• Separation of words with finger spaces</li> <li>• The use of capital letters, full stops, question marks and exclamation marks in sentences</li> <li>• Capital letter for proper nouns (names)</li> <li>• Capital letter for the personal pronoun I</li> <li>• To recognise and use the terms: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark</li> </ul> <p><b>Sentence structure:</b></p> <ul style="list-style-type: none"> <li>• Compose sentences orally – say it, write it, read it, check it</li> <li>• Sequence sentences into short narratives</li> <li>• Use of 'who' e.g. Once upon a time there was a little old woman who lived in a forest</li> <li>• Repetition for rhythm e.g. He walked and he walked and he walked</li> </ul> <p><b>Sentence types:</b></p> <ul style="list-style-type: none"> <li>• Simple sentences</li> <li>• Embellished simple sentences using adjectives (2A)</li> <li>• Compound sentences using connectives (coordinating conjunctions) 'and' 'but' e.g. the children played on the swings and slid down the slide</li> </ul>	<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency</li> <li>• To sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• To form digits 0-9</li> <li>• To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul> <p><b>Statutory requirements:</b></p> <ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives</li> </ul>
<p><b>English Reading Skills</b></p>	<p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• To apply phonic knowledge and skills as the route to decode words</li> <li>• To blend sounds in unfamiliar words using the GPCs that they have been taught</li> <li>• To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes</li> <li>• To read words containing taught GPCs</li> <li>• To read words containing -s, -es, -ing</li> <li>• -ed and -est endings</li> <li>• To read words with contractions, e.g. I'm, I'll and we'll</li> <li>• To read Y1 common exception words</li> <li>• To reread texts to build up fluency and confidence in word reading</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• To check that a text makes sense to them as they read and to self- correct</li> <li>• To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently</li> <li>• To link what they have read or have read to them to their own experiences</li> <li>• To retell familiar stories in increasing detail</li> <li>• To join in with discussions about a text, taking turns and listening to what others say</li> <li>• To discuss the significance of titles and events</li> <li>• To discuss word meaning and link new meanings to those already known</li> <li>• To begin to make simple inferences</li> <li>• To predict what might happen on the basis of what has been read so far</li> <li>• To recite simple poems by heart</li> </ul>

<b>Mathematics</b>	<b>Measurement (mass and volume):</b> End of block assessment  <b>Multiplication and division:</b> Count in 2s Count in 10s Count in 5s	<b>Multiplication and division:</b> Recognise equal groups Add equal groups Make arrays Make doubles	<b>Multiplication and division:</b> Make equal groups – grouping Make equal groups – sharing End of block assessment  <b>Fractions:</b> Recognise half of an object or shape	<b>Fractions:</b> Find a half of an object or a shape Recognise half of a quantity Find half of a quantity Recognise a quarter of an object or a shape	<b>Fractions:</b> Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity End of block assessment	<b>Position and Direction:</b> Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below Ordinal numbers End of block assessment
<b>Phonics</b>	See weekly plan  <b>Phonics screening preparation</b>	See weekly plan  <b>Phonics screening preparation</b>	See weekly plan  <b>Phonics screening preparation</b>	See weekly plan  <b>Phonics screening preparation</b>	See weekly plan  <b>Phonics screening preparation</b>	Review/Assessment  <b>Phonics screening preparation</b>
<b>Science</b>	<b>Animals, including humans:</b> I am learning to name some common animals I am learning the names of groups of animals including: fish, mammals, birds, reptiles and amphibians I am learning to identify which groups different animals belong to	<b>Animals, including humans:</b> I am learning to name some features of different animals I am learning to explain that animals vary in many different ways e.g. structures (scales, feathers, hair, fur)	<b>Animals, including humans:</b> I am learning to explain that animals eat certain things e.g. some eat other animals, some eat plants, and some eat both plants and animals. I am learning to identify some animals that are herbivores, carnivores and omnivores	<b>Animals, including humans:</b> I am learning to identify different animals I am learning to explain what is the same and different about groups of animals I am learning to choose different ways to sort animals into groups	<b>Animals, including humans:</b> I am learning to understand why certain animals live in certain areas I am learning to name some common birds (bird watching/exploring habitats)	<b>Animals, including humans:</b> I am learning to identify animals that are living, non-living and never alive
<b>History</b>	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2

<b>Outdoor Learning</b>	See weekly plan	See weekly plan	See weekly plan	See weekly plan	See weekly plan	See weekly plan
<b>Computing</b>	<p><b>Unit 1.7: Coding</b></p> <p>I am learning to understand what instructions are</p> <p>I am learning to predict what will happen when instructions are followed</p> <p>I am learning to understand that computer programs work by following instructions called coding</p>	<p><b>Unit 1.7: Coding</b></p> <p>I am learning to use code to make a computer program</p> <p>I am learning to understand what objects and actions are</p>	<p><b>Unit 1.7: Coding</b></p> <p>I am learning to understand what an event is</p> <p>I am learning to use an event to control an object</p>	<p><b>Unit 1.7: Coding</b></p> <p>I am learning to understand what an event is</p> <p>I am learning to understand how code executes when a program is run</p>	<p><b>Unit 1.7: Coding</b></p> <p>I am learning to understand what backgrounds and objects are</p> <p>I am learning to understand how to use the scale attribute (property)</p>	<p><b>Unit 1.7: Coding</b></p> <p>I am learning to plan a computer program</p> <p>I am learning to make a computer program</p>
<b>PE</b>	<p><b>Striking and Fielding</b></p> <p><b>Skills:</b></p> <p>Use both hands whilst fielding</p> <p>Get into line with the ball and field it</p> <p><b>Knowledge: I know</b></p> <p>That I need to run after a striking ball, to accumulate runs</p> <p>That I need to touch my bat over the crease line and slide it on my final run</p>	<p><b>Striking and Fielding</b></p> <p><b>Skills:</b></p> <p>Stop a ball with two hands, creating a barrier behind it with my feet or body</p> <p>Hit a ball to the leg side</p> <p><b>Knowledge: I know</b></p> <p>When to run and when not to</p> <p>How to form a long barrier to stop a ball</p>	<p><b>Striking and Fielding</b></p> <p><b>Skills:</b></p> <p>Bowl a ball overarm at a target</p> <p>Strike a ball off a tee through the off side</p> <p><b>Knowledge: I know</b></p> <p>That I have to bowl from on or behind the crease</p> <p>To try and bowl keeping my arms straight</p>	<p><b>Striking and Fielding</b></p> <p><b>Skills:</b></p> <p>Pick up a ball with one hand and throw it underarm</p> <p>Call for runs sensibly and decisively when batting</p> <p><b>Knowledge: I know</b></p> <p>That I need to communicate with my partner to accumulate runs</p> <p>The different calls used by batsmen/women when they want to run</p>	<p><b>Striking and Fielding</b></p> <p><b>Skills:</b></p> <p>Chase and retrieve a ball</p> <p>Make good decisions when batting about when to run and when not to</p> <p><b>Knowledge: I know</b></p> <p>That a batsman/woman should always call after each ball</p> <p>That as a batter, I don't always have to run</p>	<p><b>Striking and Fielding</b></p> <p><b>Skills:</b></p> <p>Bowl either under or overarm with some accuracy</p> <p>Wicket keep effectively</p> <p>Apply a range of skills</p> <p><b>Knowledge: I know</b></p> <p>The importance of staying in my crease</p> <p>How to adopt a wicket-keeping stance</p> <p>To demonstrate The School Games values</p>

<p><b>PSHE</b> <b>My Happy Mind</b></p>	<p><b>Engage:</b> I am learning what engage means  I am learning which habits I have learnt to help us feel good</p>	<p><b>Engage:</b> I am learning how I can achieve my goals when I feel good  I am learning how to set goals</p>	<p><b>Engage:</b> I am learning how to stay focused when things get tough and don't go as planned  I am learning about the importance of believing in myself and how this helps me to be my best self</p>	<p><b>Engage:</b> I am recapping everything I have learnt this year  I am learning to think about how I can share my learnings with other people</p>	<p><b>Economic Wellbeing: Aspirations, work and carer</b>  I am learning that everyone has different strengths  I am learning that jobs help people to earn money to pay for things</p>	<p><b>Economic Wellbeing: Aspirations, work and carer</b>  I am learning about different jobs that people in the community have  I am learning about some of the strengths and interests someone might need to do different jobs</p>
<p><b>Music</b> <b>Under the Sea</b></p>	<p><b>Animals from around the world:</b>  I am learning to create lyrics for a song which fit the melody and rhythm</p>	<p><b>Accompanying the song:</b>  I am learning how to accompany a song with percussion instruments</p>	<p><b>Commotion in the ocean:</b>  I am learning to use instruments to illustrate a story</p>	<p><b>The creatures in the sea:</b>  I am learning to create lyrics for a song with percussion instruments</p>	<p><b>Sea composition:</b>  I am learning to compose a piece of music about sea animals</p>	<p><b>Carnival of the animals:</b>  I am learning to compose a piece of music about sea animals using pictures to organise the sounds</p>
<p><b>RE</b></p>	<p><b>Judaism/other: Why are some places more important to people than others?</b>  I am learning to explore why going to a synagogue is important to some Jews</p>	<p><b>Judaism/other: Why are some places more important to people than others?</b>  I am learning to explain the role of the rabbi</p>	<p><b>Judaism/other: Why are some places more important to people than others?</b>  I am learning to consider if the role of the rabbi is similar or different to the role of leader of other religious/non-religious groups</p>	<p><b>Judaism/other: Why are some places more important to people than others?</b>  I can describe some of the things that happen at the synagogue</p>	<p><b>Judaism/other: Why are some places more important to people than others?</b>  I can describe why Shabbat is important to some Jews</p>	
<p><b>Geography</b>  I am learning to keep a weather chart</p>	<p><b>Human and physical geography:</b>  I am learning to identify seasonal and daily weather patterns in the UK</p>	<p><b>Human and physical geography:</b>  I am learning to explain how the weather changes each season</p>	<p><b>Human and physical geography:</b>  I am learning to explain why we wear different clothes at different times of the year  I am learning to explain what we might wear if we lived in a very hot, or a very cold place</p>	<p><b>Human and physical geography:</b>  I am learning to explain the main features of a hot and cold place  I am learning to answer questions about the weather</p>	<p><b>Human and physical geography:</b>  I am learning to locate hot and cold areas of the world in relation to the equator and the north/south poles</p>	<p><b>Human and physical geography:</b>  I am learning to tell something about the people who live in hot and cold places</p>

<b>Art</b> <b>(Access Art)</b> Making birds	<b>Working in three dimensions</b> I am learning to draw from photographic sources	<b>Working in three dimensions</b> I am learning to draw from observation and experimental mark-making	<b>Working in three dimensions</b> I am learning to manipulate paper from 2D to 3D	<b>Working in three dimensions</b> I am learning to explore sculpture Making birds	<b>Working in three dimensions</b> I am learning to explore sculpture Making birds	<b>Working in three dimensions</b> Reflect and share
<b>D&amp;T</b>	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2