



# Cycle B: Summer 2 – Fire, Fire

	Year 1	Year 2
Hook	D.T. Day – making houses for a city.	
Maths	<p><b>ADDITION AND SUBTRACTION</b> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) Add and subtract 1 digit and 2 digit numbers to 20, including zero. Represent and use number bonds and related subtraction facts within 20.</p> <p><b>MULTIPLICATION AND DIVISION</b> Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><b>FRACTIONS</b> Recognise, find and name a half as one of two equal parts of an object, shape, or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p><b>MEASUREMENT</b> <b>TIME</b> Compare, describe and solve practical problems for: - Time (quicker, slower, earlier, later) - Time (Hours, minutes, seconds) Measure and begin to record the following: - Time (Hours, minutes, seconds) Sequence events in chronological order using language such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour.</p> <p><b>MONEY</b> Recognise and know how the value of different denominations of coins and notes.</p> <p><b>PROPERTIES OF SHAPE</b> Recognise and name common 2-D and 3D shapes including: 2-D shapes (e.g. rectangles (including squares), circles and triangles). 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).</p>	<p><b>CALCULATION—ADDITION AND SUBTRACTION</b> Solve problems using addition and subtraction Add and subtract to 100 and beyond using a number line, concrete objects, pictorial representations, including those involving numbers, measures and quantities. Applying their knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add a two—digit number and ones. Add a two digit number and tens. Adding three one-digit numbers. Show that addition of two numbers can be done in any order and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</p> <p><b>CALCULATION—MULTIPLICATION AND DIVISION</b> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Show that multiplication of two numbers can be done in any order. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods. Calculate mathematical statements for multiplication using the x and = signs use the ÷. Show that multiplication of two numbers can be done in any order and division of one number by another cannot.</p> <p><b>FRACTIONS</b> Recognise, find and name 1/2, 1/4, 1/3, 2/4 and 3/4 of length, shape and number. Write simple fractions e.g. 1/2 of 6 is 3 and recognise the equivalence of 2/4 and 1/2.</p> <p><b>MEASUREMENT</b> Compare and order lengths, mass and capacity record the results using &lt;, &gt; and = Choose and use appropriate standard units to estimate and measure temperature °C to the nearest appropriate unit, using thermometers.</p> <p><b>MONEY</b> Solve simple problems in a practical context involving addition and subtraction of money to £1, including giving change.</p> <p><b>TIME</b> Read and find times on a clock showing 'o' clock, half past, quarter past and to and draw the hands on a clock face to show these times. Tell and write the time to 5 minutes.</p> <p><b>PROPERTIES OF SHAPE</b> Identify 2-d shapes on the surface of 3-d shapes e.g. the circle on a cylinder Compare and sort common 3-d shapes Identify and describe the properties 3-d shape, including the number of edges, vertices and faces.</p> <p><b>POSITION</b> Order and arrange combinations of mathematical objects in patterns. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line. Distinguish between rotation as a turn and in terms of right angles for quarter, half and 3/4 turns (clockwise and anti-clockwise).</p>
English	<p>Retelling Traditional Tales:</p> <ul style="list-style-type: none"> <li>• Pie Corbett – Rumpelstiltskin – ENTERTAIN</li> </ul> <p>Adventure:</p> <ul style="list-style-type: none"> <li>• ENTERTAIN</li> </ul> <p>Instructions</p> <p>INSTRUCT</p>	<p>Retelling Traditional Tales:</p> <ul style="list-style-type: none"> <li>• Pie Corbett – The Hobyahs – ENTERTAIN</li> </ul> <p>Adventure:</p> <ul style="list-style-type: none"> <li>• ENTERTAIN</li> </ul> <p>Instructions</p> <p>INSTRUCT</p>
	<p>PHONICS Letters and Sounds Phase 5</p>	<p>PHONICS Letters and Sounds Phase 6 Support for Spelling</p>
Science	<p><b>Plants</b> <b>Key Ideas</b> -Plants usually grown from seed and bulbs. -Plants need warmth, light and water to grow and survive.</p> <p><b>Animals</b> <b>Key Ideas</b> -Animals need food to survive</p>	<p><b>Animals</b> <b>Key Ideas</b> -All animals eventually die -Animals reproduce new animals when they reach maturity -Animals grow until they reach maturity and then don't grow any larger</p> <p>NC- Notice that animals, including humans, have offspring which grow into adults.</p>

	-Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy. NC- describe and compare the structure of a variety of common animals.	<b>Living things and their habitats</b> <b>Key Ideas</b> -Some things are living, some were once living but now dead and some things have never lived. NC- Explore and compare the differences between things that are living, dead and things that have never been alive.
Computing	Digital Literacy - e-safety - Talking to a trusted adult - Hector's World It's a serious game, the info gang, Heroes – IT - Recording Sounds – e.g. class song with Audacity – sound on ActivInspire and sound in 2 Create a story Multimedia project – Making talking books about The Great Fire of London in 2 Create a Story	Digital Literacy - e-safety - Can we believe everything we read? – Penguin Pig refer back to Chicken clicking IT - Multimedia – Making films - iPads – camera app for video – Stop frame animation Recounts of the fire – tudor diaries, bystander witness testimony
History	<p><b>Great Fire of London</b> <b>Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>About events beyond living memory that are significant nationally or globally</li> <li>To explore aspects of change in national life</li> </ul> <p><b>Historical significance</b> – (Year 1) Can recognise and describe special times or events for family or friends. (Year 2) – Can recognise and talk about who was important, eg in a simple historical account.</p>	
Geography	<p>Continent Focus – Australia</p> <p>name and locate the world's seven continents and five oceans</p>	
Art	<p>New Media/ Collage/ Drawing Architects – Sir Christopher Wren &amp; Sir Indigo Jones</p>	
D.T.	<p><b>Building Homes</b> <b>Pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate ideas through talking, drawing, templates,</li> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>Evaluate their ideas and products against design criteria</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	
Music	Listen 2 me Drumming Dimensions – tempo and timbre	HMS -Great Fire of London Dimensions: duration
R.E.	Special places (Enquire B)	Creation stories (Apply)
P.E.	<p>Real P.E. Unit 6 – 4 weeks Dance Unit 3 – 2 weeks R&amp;R Sports - Athletics</p>	
P.S.H.E.	Y1 Looking Forward  RRR – Revision RRR	Y2 Looking Forward  RRR – Revision RRR
Trailblazer	<p>Trailblazer afternoon – Whole school. Math s- Opportunities for practical maths sessions outside. Fire service - explore the fire engine. D.T. – use own houses to make a street.</p>	
Trips / Visitor	<p>Fire Service</p>	