



CURRICULUM MAP

MONET

Summer A 2024



English



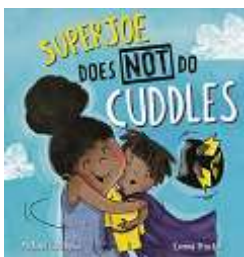
Parental support for phonics:

Please find the following links:

'How to say Phase 5 sounds' click [Graphemes](#)

'How we teach Phase 5' click [Teach](#)

'How we teach Tricky Words' click [Tricky Words](#)



Year 1 - Contemporary Fiction - The Bear and the Piano

We will write a contemporary story in a guided manner, to then progress to writing an alternative ending for an independent write.

Non-Chronological Report – Information text based on an ocean creature. We will ask questions to find out information, recording these in writing. We will read and identify parts of a report text and gather information and make notes. We will then decide on the important information and understand how to make notes into sentences for our own report. Before writing, we will practise saying sentences out loud and punctuating them correctly when we write them. We will learn about how to set out information in a report so that it is easy to read using sub headings, diagrams, labels, and fact boxes.

Phonics and spelling

This term we are consolidating and revising alternative graphemes ready for the Phonic Screening Check. We will practise these graphemes in our weekly spellings. We will also **revise tricky words** to support us for use in writing.

Year 1 Summer 1

| Review Phase 5 GPCs for phonics screening check | |
|---|---|
| Week 1 | ay play a-e shake ea each e he |
| Week 2 | ie pie i-e time o go o-e home |
| Week 3 | ue blue rescue ew chew new u-e rude cute aw claw |
| Week 4 | ea head ir bird ou cloud oy toy |
| Week 5 | i tiger a paper ow snow u unicorn |
| Week 6 | ph phone wh wheel ie shield g giant |

Year 2 -

Narrative - Super Joe Does Not Do Cuddles (postponed from Spring term) to explore a text about Super Joe, a young superhero, and his arch nemesis Grey Shadow. To build skills of using apostrophes for contractions, adverbs and adjectives for description and different verb tenses culminating in a super hero narrative.

Explanation – Monsters: An Owner's Guide


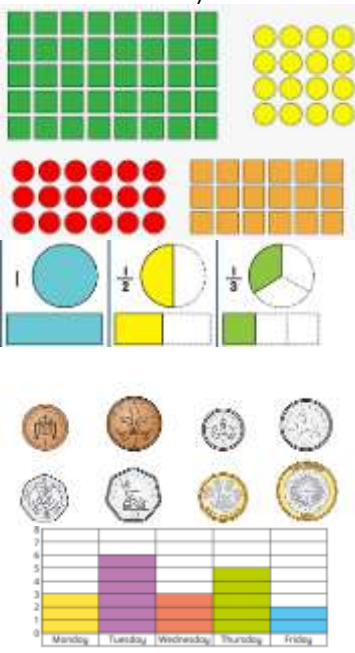



We will draw pictures to illustrate a simple process and write sentences to support the explanation linked to animal survival. We will use conjunctions to extend, expanded noun phrases, exclamation marks for demarcation, apostrophes for possession and commas for lists.

Spelling – to use knowledge of all learned graphemes and newly learned unusual graphemes to spell phonetic and common exception words. When practising at home, encourage your child to segment (say and count each sound) in each word before writing it down.



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|  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #0056b3; color: white;"> <th>Unit</th> <th>Coverage</th> <th>Prickly spellings</th> <th>Homophones</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>8</td> <td>Why does 'c' make the sound /s/ in some words?</td> <td>beautiful laugh</td> <td>here/hear</td> </tr> <tr> <td>Week 2</td> <td>9</td> <td>How can I spell the sound /zh/?</td> <td>busy pretty</td> <td>be/bee</td> </tr> <tr> <td>Week 3</td> <td rowspan="2">10</td> <td rowspan="2">What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?</td> <td rowspan="2">parents because</td> <td rowspan="2">bare/bear</td> </tr> <tr> <td>Week 4</td> </tr> <tr> <td>Week 5</td> <td>11</td> <td>How can I show missing letters in a word?</td> <td>Review</td> <td>there/their/they're</td> </tr> </tbody> </table> | Unit | Coverage | Prickly spellings | Homophones | Week 1 | 8 | Why does 'c' make the sound /s/ in some words? | beautiful laugh | here/hear | Week 2 | 9 | How can I spell the sound /zh/? | busy pretty | be/bee | Week 3 | 10 | What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? | parents because | bare/bear | Week 4 | Week 5 | 11 | How can I show missing letters in a word? | Review | there/their/they're | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p style="text-align: center;">Maths</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> </table> <p style="text-align: center;">arrays</p>  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | <p>Year 1 Place Value to 50 We will: count from 20 to 50; understand what makes 20, 30, 40 and 50; count by making groups of tens and groups of tens and ones; partition into tens and ones; use a the number line to 50; estimate on a number line to 50 and practise saying 1 more, 1 less. Support with supporting at home can be found here.</p> <p>Multiplication and Division We will: count in 2s, 5s and 10s; recognise equal groups; add equal groups; make arrays; make doubles; make equal groups – grouping and make equal groups – sharing</p> <p>Year 2 Fractions (continued from Spring B) We will; recognise and find unit and non-unit fractions; recognise 1/2 and 2/4 as equivalent fractions; recognise and find 3/4 and count in fractions up to a whole.</p> <p>Time We will; review telling time to o'clock and half past; tell time to quarter past and quarter to, tell the time to the hour and past the hour in 5-minute increments and minutes in an hour and hours in a day.</p> <p>Fridays – Year 1- We will; recognise and know the value of different denominations of coins and notes; count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10. Year 2 - We will; Interpret and construct simple pictograms, tally charts, block diagrams and simple tables; ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; ask and answer questions about totalling and comparing categorical data</p> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">Science</p>  | <p>Our project this half term, 'Animal Survival' teaches children about growth in animals by exploring the life cycles of some familiar animals. Children will build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air and shelter.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">RE</p>  | <p>In Religious Education our big question is, 'What is the good news that Jesus brings?' Children will investigate the lives of some people for whom Jesus offered friendship, forgiveness and peace. Children will think about how these three offers are 'good news'.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">Geography</p>  | <p>This half term our project 'Coastlines' teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of a coastal town.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



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|  D&T | <p>Our topic for design this half term is Beach Huts. Children will learn about making and strengthening structures, including different ways of joining materials. They will design and build a model beach hut out of cardboard (Y1) or wood (Y2).</p> |
|  Music | <p>The children will review composition of songs in a range from doh to ti, learn the remaining notes on the ocarina. They will then compose and perform basic songs. They will continue to practise the solfège hand signs and learn music from the musical The Little Mermaid.</p> |
|  PSHE | <p>Me, Myself and Relationships - Managing Change –the children will learn to recognise that change is a normal part of life. They will begin by thinking about their changing achievements, skills and responsibilities as they grow older. They will discuss changes they can have some choice in, those which others choose for them, and those which just happen, and consider possible reasons for these changes. The children will talk about some of the uncomfortable emotions they might feel at these times of change, considering what they might do to help themselves cope with the feelings they experience and how other people might be able to help. We will also talk about how change can be positive and discuss some life changes they might look forward to in the future.</p> |
|  PE | <p>PE – We will start a new gymnastics unit 'Rock and Roll'. The children will be learning the preliminary skills building towards forwards and backwards rolls, as well as practising log rolls, side rolls and teddy rolls. They will incorporate rolls into simple routines before performing these phrases on the floor and on apparatus. Dance – We will focus on changes in size, speed, level and dynamics and use gestures and travelling. The children will create, practise, remember and perform simple movement sequences and be able to talk about their movements and the movements of others.</p> |
|  Computing | <p>Year 1 - Scratch Junior - animation In this project, children will be introduced to Scratch Jr. to create and debug simple algorithms. They will use this to create an animation. Year 2 - Scratch Junior - Introduction to quizzes The children will develop their understanding of algorithms as they create a simple quiz game on Scratch Junior, using logical reasoning to plan and predict the behaviour of simple programs.</p> |

Please remember

All children

- Indoor **PE kit** on a **Monday** and **Wednesday**. Please remember that indoor PE kit should be black shorts and a plain white t-shirt but your child should wear their black tracksuit over the top to ensure that they are warm enough for the remainder of the day. Also, jewellery should **not** be worn and hair must be tied back in a plain black/blue hair band – thank you!
- **Water bottles** will be sent home on a **Friday**. Please return on a **Monday**.
- A change of **spare clothes and outdoor shoes/wellies** should be kept in school for wet weather.
- Children will have a **Mathletics** task to complete weekly. Log in info can be found in their reading diaries.

Year 1

- Please practise writing a simple **spelling list** containing **new graphemes** and **tricky words**. The list will come home on a Thursday and children will have a quiz the following Thursday. If you have bought the Little Wandle at Home Phonics Flashcards please have a look at four fun games to play with your children on the [Collins website](#).
- The children will access TT Rockstars later in the year following a unit on multiplication.
- Please access your child's **Big Cat Collins e-book** on line. Pupils will have practised this book 3 times; it will then be released for your **child to read at home 3 times**. Please record comments in your child's reading diary to let us know how they are reading at home.

Just a reminder that there are two types of reading book that your child brings home:



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Reading practice e-book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – remember – they have read this book three times in school already and now needs to develop increased fluency and confidence in reading.

Sharing book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together. Please don't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Year 2

- **Daily reading** remains a vital home learning task so please do continue to ensure that reading is a key part of your child's daily routine. Research is clear that reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.

- Please practice writing **spelling lists** containing focus graphemes and prickly words. The list will come home on a Friday and children will have a quiz the following Friday.

TT Rockstars can be accessed through the login in your child's reading diary. The more often your child accesses the site, the better prepared they will be as we study multiplication.