



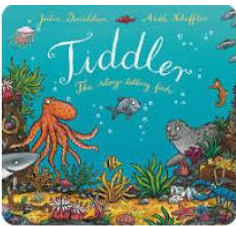
CURRICULUM MAP

MONET

Summer B 2024



English



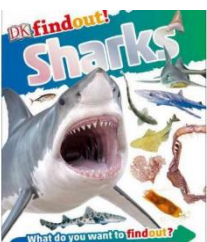
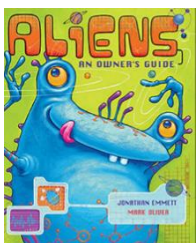
Parental support for phonics:

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 – Explanation – Based on the book, 'The Big Book of Blue' by Yuval Zommer, we will create a simple set of steps to explain the life cycle and survival of a coastal creature. We will combine words to create descriptions, draw pictures to illustrate the process and say out loud what we are going to write about before drafting a series of events and writing sentences that explain this familiar process.

Recount – We will describe and record our trip to Hunstanton using time conjunctions to order events. We will practise saying sentences out loud and punctuating them correctly when writing.

Non-Chronological Report – We will write an information text based on an ocean creature. We will begin by asking questions to find out information; recording these questions in writing. We will then read and identify parts of a report text, gather information and make notes, choosing the most important information. We will then make these notes into sentences for our own report.

Poetry – We will read and recite familiar poems by Julia Donaldson – exploring rhyme and rhythm through her use of rhyming couplets.

Phonics and spelling

We will start the term with **revision of the programme to date**, in preparation for the phonics screening check. We will then continue 'Growing the Code' to complete the Year 1 programme. Please revise the sounds for Summer Term 1 by reading back over the graphemes in your child's spelling book and using the relevant flash cards on weeks when there are no spellings. We will also **complete and revise the tricky words** to support us for use in writing.

Year 1 Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /l/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

Year 2 -

Explanation- Following on from our *Monsters: An Owner's Guide* writing from the last half term, children will independently write their own explanation text for the book *Aliens: An Owner's Guide*, using their knowledge of conjunctions to extend, expanded noun phrases, exclamation marks for demarcation, apostrophes for possession and commas for a list.

Report – Find out! Sharks by Sarah Fowler

The children will practise identifying, and then using basic characteristics of an information text. They will assemble information on a chosen sea creature, sort and categorise that information and use comparative language to describe and differentiate.

Poetry: Free Verse – Children will perform, write and publish free verse poetry as a whole class and individually. We will focus on specific word choice to convey emotion and paint pictures with words.

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.

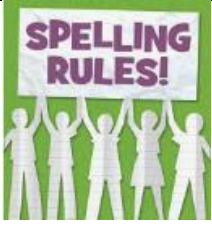


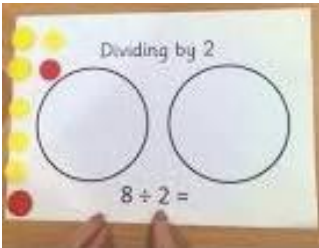
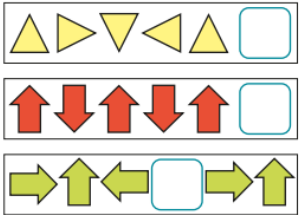




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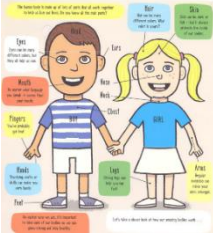


	<table border="1"> <thead> <tr> <th></th> <th>Unit</th> <th>Coverage</th> <th>Prickly spellings</th> <th>Homophones</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td rowspan="2">12</td> <td rowspan="2">Why do some longer words have the spelling 'ti' for /sh/?</td> <td rowspan="2">eye shoe</td> <td rowspan="2">sun/son</td> </tr> <tr> <td>Week 2</td> </tr> <tr> <td>Week 3</td> <td>13</td> <td>How do I use the possessive apostrophe (singular possession)?</td> <td>thought through</td> <td>whole/hole</td> </tr> <tr> <td>Week 4</td> <td rowspan="2">14</td> <td rowspan="2">When do I swap, drop or double? (-ing, -er, -est, -y, -ed)</td> <td rowspan="2">Review</td> <td rowspan="2">blue/blew</td> </tr> <tr> <td>Week 5</td> </tr> </tbody> </table>		Unit	Coverage	Prickly spellings	Homophones	Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son	Week 2	Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole	Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	blue/blew	Week 5
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<p style="text-align: center;">Maths</p> <p style="text-align: center;">arrays</p>    	<p>Year 1</p> <p>Multiplication and Division Continue to count in 2s, 5s and 10s. Add equal groups – repeated addition. Make arrays. Make doubles. Make equal groups – grouping. Make equal groups – sharing.</p> <p>Place Value to 100 Count from 50 to 100. Tens to 100. Partition into tens and ones. The number line to 100. 1 more, 1 less. Compare numbers with the same number of tens. Compare any two numbers.</p> <p>Fractions Recognise a half of an object or shape. Find a half of a quantity. Recognise a quarter of an object or a shape. Find a quarter of a quantity.</p> <p>Year 2</p> <p>Geometry Our geometry unit will focus on position and direction. The children will review language used when describing position of objects (left, right, above, below in between), describe movement and turns (quarter, half, three-quarters and full turns) and describe changes within a pattern of shapes.</p> <p>Consolidation and Extension We will then spend the remainder of the half term revisiting previously covered topics: correcting misconceptions, consolidating understanding and extending our knowledge through reasoning problems.</p> <p>Fridays –</p> <p>Year 1 – Position and Direction Children will describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p>Time – Days of the week. Months of the year. Hours, minutes and seconds. Tell the time to the hour and half hour. Please support with this at home as many children find telling the time tricky!</p> <p>Year 2 - Consolidation and Extension Consolidate previously covered topics, correcting misconceptions and extending knowledge through reasoning problems.</p>																						
<p style="text-align: center;">Science</p> 	<p>Our project this half term, 'Animal Survival' continues to build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air and shelter. This half term we will focus on learning about how animals grow, studying the life cycles of various animals in detail.</p>																						
<p style="text-align: center;">RE</p> 	<p>In Religious Education, both Year 1 and 2 will be learning about Judaism. Our big question this half term is, 'Why is the Torah is such a joy to the Jewish Community.'</p>																						



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<p>Geography</p> 	<p>This half term, we continue our topic 'Coastlines.' We will visit the coastal town of Hunstanton and look at the different physical and human features while we are there. Children will use information gathered back in class to further develop and extend their knowledge about the British coast.</p>
<p>Art</p> 	<p>Our topic for Art this half term ins Architecture. We will start with an exploration of local architecture, then consider architects and some of the ways they work, and finally the children will create their own architectural model.</p>
<p>Music</p> 	<p>The children will continue to review composition of songs in a range from doh to ti, learn the remaining notes on the ocarina and compose and perform basic songs. They will continue to practice solfeg hand signs and learn music from the musical The Little Mermaid.</p>
<p>PSH E</p> 	<p>Relationships and Sex Education – The children will develop familiarity with the names of the main external parts of the body, including the proper names for private body parts. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and an understanding of how important it is to look after their body. They will also consider simple hygiene practices and their levels of responsibility for these. Children will consolidate their understanding of how babies develop into children and adults; considering their own physical development. They will be able to explain that a baby human or animal grows inside its mother.</p>
<p>PE</p> 	<p>PE – We will focus on the games unit 'Fundamentals 2' and Sports Day skills including footwork for hopping, skipping and jumping in different combinations, running short and middle distances along the track, and throwing for accuracy and distance. We will also practise various dribbling skills and negotiating obstacles for future races. Following Sports Day we will apply our skills from the 'Rock and Roll' unit; developing skills such as log rolls, side rolls, teddy rolls, forwards and backwards rolls. These will be incorporated into simple routines to perform on the floor and apparatus.</p>
<p>Computing</p> 	<p>Year 1 – We will be using the 'Paint' program to paint with different colours and brush effects. In addition we will learn to create shapes, fill areas, undo and redo and add text.</p> <p>Year 2 – We will be studying 'Stop Motion Animation.' The children will learn about how animation is created and create a stop motion animation for themselves.</p>

Please remember

All children

- Outdoor **PE kit** on a **Monday** and **Wednesday**. PE kit should be black shorts (indoor) or black tracksuit bottoms and a plain white t-shirt with a plain black jumper. 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

- **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 to use multiplication and division in Maths.
- 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. Please **revise all GPC flashcards**.
- 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.