

## Bamburgh Class Overview Summer 2 2025

<b>Topics Themes</b>	<b>Food and farming (continued from last half term) &amp; Where We Live</b> <i>Community &amp; Ambition: To develop a sense of pride and respect for others and themselves</i>	
<b>Subject</b>	What we will learn this half term:	
<b>English</b>	<p>This half term the children will have daily phonics, reading, spellings and handwriting sessions. Using a range of texts, children will develop skills in phonic recognition, decoding words, understanding how to use expression and inference skills. Texts we will share this term: Saving the Butterfly, Oi Dog, Not Now Bernard, Someone Swallowed Stanley, Sally and the Limpet, The Snail and the Whale, Caterpillar Cake (Poems), Smelly Jelly and Smelly Fish, Our Trip to the Woods and Plants by DK</p>	
	<b>Y1 Writing Composition</b> <b>Recount</b> Use capital letters for names of people, places, days of the week and the personal pronoun I, e.g. editing and improving independent writing with support. Identify and use question marks and exclamation marks in independent writing. Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'. Sequence events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse. Discuss their writing with adults and peers, e.g. using speaking frames such as 'The best word I have used is...'; 'My handwriting is good because...'; 'I am proud of my writing because...' <b>Poetry</b> Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helper. Discuss their writing with adults, saying what they like about it. Read aloud their writing audibly to adults and peers.	<b>Y2 Writing Composition</b> <b>Recount</b> Use and punctuate sentences correctly with different forms: statement, question, command, exclamation. Independently, edit and improve their own writing using full stops, capital letters, exclamation marks and question marks. Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing. Independently, edit and improve their own writing by strengthening the use of verbs and adverbs. Independently, edit and improve their own writing to ensure accurate and consistent use of tense. Use subordination for time using when, before and after e.g. Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. <b>Poetry</b> Identify purpose and audience for writing. Discuss the language and structural organisation needed, e.g. a snappy slogan, a question, alliteration, bullet points, exclamations, captions. Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience.
	<b>Y1 Reading Focus:</b> <b>Word reading:</b> Identify unfamiliar words within the context of a text and discuss meanings. <b>Developing pleasure and motivation to read:</b> Relate texts to own experiences and describe them with some detail. Make personal reading choices and give more detailed reasons for their selection. <b>Understanding books:</b> Check that texts make sense while reading and self-correct. Develop and demonstrate their understanding of characters and events drawing on language from the text. Give opinions and support with reasons e.g. because... Make simple inferences based on what has been said and done.	<b>Y2 Reading Focus:</b> <b>Recount</b> With support, make thoughtful contributions to discussions about texts in group situations, e.g. pairs, guided groups. Identify and discuss words within the context of a text, using morphology to work out the meaning of unfamiliar words e.g. terror; terrorised. Pose questions following reading non-fiction texts to deepen understanding. <b>Poetry</b> Learn to recite a poem out loud to a large group/ whole class. Choose favourite words and phrases from a text and give detailed reasons why.
	<b>Y1</b> <b>Position and direction</b> Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below Ordinal numbers <b>Money</b> Unitising Recognise coins Recognise notes Count in coins <b>Time</b> Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour Tell the time to the half hour <b>Mass and volume</b> Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity <b>Fractions</b> Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity	<b>Y2</b> <b>Fractions</b> Unit fractions Non-unit fractions Recognise the equivalence of a half and two-quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole <b>Position and direction</b> Language of position Describe movement Describe turns Describe movement and turns Shape patterns with turns <b>Time</b> O'clock and half past Quarter past and quarter to Tell the time past the hour Tell the time to the hour Tell the time to 5 minutes Minutes in an hour Hours in a day <b>Mass and Volume</b> Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity
<b>Maths</b>		

	Find a half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity	
<b>Science</b>	<p><b>Working Scientifically:</b> Y1 Use observations and ideas to suggest answers to questions. Y2 Present information in charts and tables. Decide whether a test was fair. Use results to draw conclusions.</p> <p><b>Plants (continued from last half term)</b> Children will learn how to: Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water; light and suitable temperature to grow and stay healthy. Understand that plants need space, water, sunlight and a suitable temperature to grow Explain how a plant makes its own food through the process of photosynthesis. Explain that plants use carbon dioxide, sunlight and water to create glucose. Understand the life cycle of a plant. Produce a diagram to explain the life cycle of a plant. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p><b>Living things and their habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	
<b>Humanities (History and Geography)</b>	<p><b>Geography - Food and Farming (continued)</b> Know that geography is the study of places and the relationships between people and their environments. Recognise the names of seven continents and names on a world map and globe (as a class using a labelled map/ globe). Know the location of the North and South Poles and know that they are the cold parts of the Earth. Know that many animals have their offspring in the spring so that they have as long as possible in the warm to grow, ready for their first winter when it is hardest to find food and survive. Know that farms and fields are human features, and vegetation is a physical feature. Know that a farm is a place where plants are grown for food and animals kept for other things such as wool from sheep. Some farms only grow plants and some farms only keep animals and some do both. Recognise farms, fields and vegetation in photographs (including aerial photographs). Know that crops are plants such as wheat or potatoes that are planted by the farmer in fields to make food that they then sell to other people. Understand the concept of harvest as a gathering of many crops once they have ripened as the summer ends. Recognise photographs of farms and fields before and after the harvest. Know that our food is grown or raised on farms and that we eat food that is grown in different parts of the world. Know that food is transported to and from all over the world, mostly via boats and lorries, though other forms of transportation are also used.</p> <p><b>Where We Live – Alnmouth and Alnwick (Y1)</b> Know that geography is the study of places and the relationships between people and their environments. Know that our school is in Lesbury, near Alnmouth and Alnwick, an area in Northumberland, which is in England in the United Kingdom and the continent of Europe. Know that in the world there are things that are made by people and these are called human features. Know that in the world there are things that are not made by people and these are called physical features. Know that farms and fields are human features, and vegetation is a physical feature. Understand that a school is a human feature, as it has been made by people.</p> <p><b>Enquiry question: What is it like near our school?</b> Know that the United Kingdom is a country that is in the continent of Europe, and locate the UK on a map of the world and a globe. Know that the UK is made up of four smaller countries: England, Wales, Scotland and Northern Ireland. Know that London is the capital city of England. Know that the UK is surrounded by The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean. Know how to locate these bodies of water on a labelled map. Know that the Union Jack (also known as the Union Flag) is the national flag of the UK.</p>	
<b>Art &amp; DT</b>	<p><b>Craft and design: Map it out</b> <i>To investigate maps as a stimulus for drawing. To experiment with a craft technique to develop an idea. To develop ideas and apply craft skills when printmaking. To present artwork and evaluate it against a design brief.</i> Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks in the class gallery.</p>	
<b>PSHE/RSE (British Values)</b>	<p><b>Living in the wider world</b> <b>Key Question: How can we look after each other and the world?</b> Ourselves and others; the world around us; caring for others; growing and changing; How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively. The responsibilities they have in and out of the classroom. How people and animals need to be looked after and cared for. What can harm the local and global environment; how they and others can help care for it. How people grow and change and how people's needs change as they grow from young to old. How to manage change when moving to a new class/year group.</p>	
<b>RE</b>	<p><b>1:9 How should we care for the world and for others, and why does it matter? (continued from last half term)</b> <b>Make sense of belief:</b> Identify a story or text that says something about each person being unique and valuable. Give an example of a key belief some people find in one of these stories (e.g. that God loves all people). Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</p> <p><b>Understand the impact:</b> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. Give examples of how Christians and Jews can show care for the natural earth. Say why Christians and Jews might look after the natural world.</p> <p><b>Make connections:</b></p>	

	Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
Computing	Unit 1.5 Programming A – Moving a robot Introduce early programming concepts using floor robots. Short algorithms and programs
Music	Unit 6: Our big concert Social question: How does music teach us about looking after our planet?
PE	NUFC Foundation PE Coach - Athletics & Fitness Tom Vickers Cricket (Children should come to school in their PE kit every Tuesday, Wednesday & Thursday.)

**Useful links:**

School360

Numbots

Spelling Shed

BBC Bitesize