

Bamburgh Class Overview Spring 2 2025

Topics Themes	History of Nursing <i>World Citizens & Diversity: To understand where they live and the wider world. To show respect towards the environment, communities and religions.</i>	
Subject	What we will learn this half term:	
English	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: Amazing Grace, Florence Nightingale, Mary Seole, Grandad Mandela, Proudest Blue, See inside your body, Bold Women in Black History and, Milo Imagines the World.	
	<p>Y1 Writing Composition</p> <p>Non- Chronological report Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and' and 'but'. Separate words with spaces of a roughly consistent size. Use the joining word or to link words and clauses. Sequence ideas and events in different non-fiction texts, e.g. decide on information or events to put on each page in a simple non-fiction book. Use regular plural noun suffixes -s or -es.</p> <p>Narrative Use familiar plots for structuring the opening, middle and end of their stories. Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words. Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. Understand how the prefix 'un' changes the meaning of verbs and adjectives. Discuss their writing with adults, saying what they like about it, e.g. my favourite word is...</p>	<p>Y2 Writing Composition</p> <p>Non-Chronological Report With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks. Within their own writing, edit and improve simple and compound sentences using the joining words and, but, so and or. Use present tense for non-chronological reports and persuasive adverts. Use sentences with different forms: statements, questions and commands. Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing. Independently, edit and improve own writing to ensure accurate and consistent use of tense, e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations. Use apostrophes for singular possession in nouns, e.g. the girl's name.</p> <p>Narrative Edit and improve their own writing by strengthening the use of adjectives to create simple noun phrases. Evaluate their writing with adults, saying what they think is good about their writing and what might make it even better. Generate, select and effectively use adverbs. Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, and I'll. Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</p>
Maths	<p>Y1 Reading Focus:</p> <p>Word reading: Read more challenging non-fiction texts using phonics and common exception word recognition.</p> <p>Developing pleasure and motivation to read: Can relate texts to their own experiences. Make personal reading choices and give simple reasons for their selection.</p> <p>Understanding books: Discuss key vocabulary, linking meanings of new words to those already known. Give opinions and, when prompted, support with reasons. Discuss the title and predict what the story might be about. Participating in discussion about books, listen to what others say and take turns to speak as directed by the teacher</p>	<p>Y2 Reading Focus:</p> <p>Non-Chronological Report Pose and rehearse questions prior to reading non-fiction texts. Demonstrate understanding of non-fiction texts by asking and answering who, what, where, when, why & how questions orally. Identify unfamiliar words within the context of a text and discuss meanings. Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Narrative Take note of punctuation by using tone and intonation when reading aloud, e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark. Make thoughtful contributions to discussions about texts in different group situations, e.g. pairs, guided groups, whole class</p>
	<p>Y1</p> <p>Addition and subtraction (within 20) Add by counting on within 20 Add one's using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction - counting back Subtraction - finding the difference</p>	<p>Y2</p> <p>Money Count money - pence Count money - pounds (notes and coins) Count money - pounds and pence Choose notes and coins Make the same amount Compare amounts of money Calculate with money Make a pound Find change</p>

	<p>Related facts Step 10 Missing number problems Place Value (within 50) Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less Length and Height Compare lengths and heights Measure length using objects Measure length in centimetres</p>	<p>Multiplication and division Recognise equal groups Make equal groups Add equal groups & introduce the multiplication symbol Multiplication sentences Use arrays Make equal groups - grouping Make equal groups - sharing The 2 times-table Length and Height Measure in centimetres Measure in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights</p>
<p>Science</p>	<p>Working Scientifically: Y1 Perform simple tests. Gather and record data to help in answering questions. Y2 Turn ideas into questions that can be investigated. Present results. Explain what has been found out.</p> <p>Animals, including humans 1 - All about me Discover the basic parts of the human body. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Learn about eyes and sight. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Learn about ears and hearing. Explore the tongue and taste. Explore the sense of touch. Discover how your nose smells.</p>	
<p>Humanities (History and Geography)</p>	<p>History of Nursing Overarching enquiry questions: What is nursing, and what famous nurses have lived in Britain? Know that people sometimes need medical care when they are not well or when they have been injured. Know that for much of history, helping people to heal has involved lots of superstition and guesswork, but now modern science ensures that sensible treatments are used to help people get better. Know that there have been particularly important nurses in history who are famous today because of the significant impact on many people's lives. Know that Florence Nightingale is a famous person from history who had a significant impact on nursing. Know that Nightingale cared for soldiers and gained the nickname 'the lady of the lamp'. Know that Mary Secole is a famous person from history who had a significant impact on nursing. Know that Mary Secole is remembered as an inspiring role model. Know that Edith Cavell is a famous person from history who had a significant impact on nursing. Know that the lives of Florence Nightingale, Mary Seacole and Edith Cavell have similarities and differences.</p>	
<p>Art</p>	<p>Painting and mixed media: Life in colour <i>To develop knowledge of colour mixing. To know how texture can be created with paint. To use paint to explore texture and pattern. To evaluate and improve artwork.</i> Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out.</p>	
<p>PSHE/RSE (British Values)</p>	<p>Health & wellbeing Key Question: What helps us stay healthy? Health and wellbeing Being healthy; hygiene; medicines; people who help us with health: What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor). That things people put into or onto their bodies can affect how they feel. How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy.</p>	
<p>RE</p>	<p>1:7 Who is Jewish and how do they live? (Part 1) Who is Jewish and how do they live? (God/Torah/the people) Double unit.</p>	

	<p>Make sense of belief: Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations (e.g. Chanukah). Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p> <p>Understand the impact: Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</p> <p>Make connections: Talk about what they think is good about reflecting, thanking praising and remembering for Jewish people, giving a good reason for their ideas. Give a good reason for their ideas about whether reflecting, thanking, praising, remembering have something to say to them too</p>
Computing	<p>Unit 1.4 Data and information - Grouping data Introduce data and information. Use labels to put objects into groups, and labelling these groups. Begin to sort objects into different groups, based on their properties. Use their ability to sort objects into different groups to answer questions about data.</p>
Music	<p>Unit 4: Recognising different sounds Social question: How does music teach us about our neighbourhood?</p>
PE	<p>NUFC Foundation PE Coach & Dance Coach (Children should come to school in their PE kit every Wednesday & Thursday.)</p>

Useful links:

School360

Numbots

Spelling Shed

BBC Bitesize