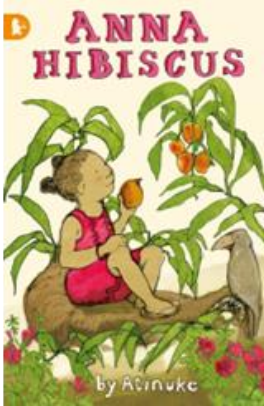
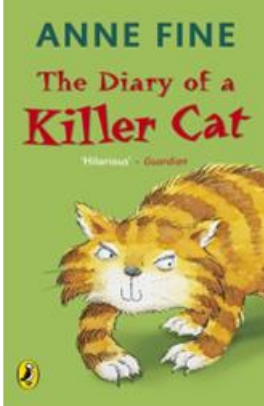


Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	Anna Hibiscus 		The Diary of a Killer Cat 			
Writing	Fantasy Read <i>Max the Brave</i> , make predictions. Compose an additional scene for the story. Read <i>Max and the Bird</i> , make comparisons, justify opinions. Write a character profile for Max.	Fantasy Join words using 'and'. Write descriptive phrases. Identify and write sentences where 'and' has been used to join two clauses.	Information Texts <i>Usborne Lift-the-Flap Questions</i> . Explore the text. Identify a favourite section and justify the choice. Write notes to remember important information and answer questions. Work as a group to select and present information.	Information Texts Revise question words and punctuation. Read and match questions and answers. Write statements in response to questions.	Traditional Poems Read and explore traditional finger rhymes. Learn and perform an action rhyme. Explore wordplay with homophones. Adapt a nursery rhyme and perform it successfully.	Traditional Poems Identify verbs in an action rhyme. Identify and replace verbs in a poem. Compose new lines for an action poem, beginning with a verb.

	Grammar focus: - Use full stops and capitals to demarcate sentences.	Grammar focus: Use capital letters for proper names.	Grammar focus: - Use grammatical terminology	Grammar focus: - Punctuate questions with question marks and sentences with full stops and exclamation marks.	Grammar focus: - Write proper names using capital letters.	Grammar focus: - Use capital letters for the names of people, places, days of the week, etc
Maths	Place Value within 100 children practise counting to 100, building on their knowledge of place value to 50 from the Spring term. Children explore oral counting of numbers 50 to 100, both forwards and backwards	Place Value within 100 children build on their learning from earlier in the year to compare numbers within 100. Children use their understanding of the values of the digits in a 2-digit number to compare numbers with the same number of tens but a different number of ones	Money children are introduced to the idea that groups containing or representing the same number of things can be treated as ones. For example a 5 pence coin represents five 1 pence coins. One item does not need to represent a value of one – this is called “unitising”.	Time children are introduced to key vocabulary relating to time. Children use “before”, “after”, “first”, “next” and “finally” to describe, sort and order events. When talking about the day, they use “morning”, “afternoon” and “evening”	Time children build on the previous step of telling time to the hour to now tell the time to the half hour. Initially, they tell the time to the half hour using only the hour hand and notice that the hour hand is halfway between numbers. They learn the term “half past”, linking it to their knowledge of fractions.	Time children build on the previous step of telling time to the hour to now tell the time to the half hour. Initially, they tell the time to the half hour using only the hour hand and notice that the hour hand is halfway between numbers. They learn the term “half past”, linking it to their knowledge of fractions.