
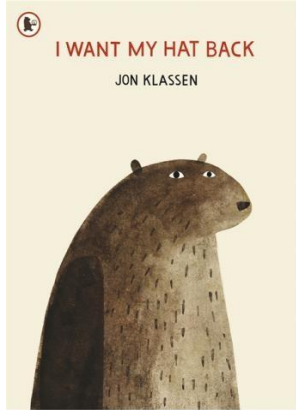


Summer 2

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|----------------|--|---|--|--|--|--|
| Reading | One Day on Our Blue Planet  | | I want my Hat back  | | | |
| Writing | Quest and Adventure Stories <p>Explore features of a quest story – plot, characters, tension. Sequence events; roleplay a scene and infer character motivation; use a story map to show tension. Compose a simple quest journey.</p> | Quest and Adventure Stories <p>Read another quest story, exploring the language features, plot and setting. Generate evocative words and phrases to describe a setting.</p> | Recounts <p>Read a story and retell events using time connectives. Invent a different ending for a story. Plan and write a recount using time connectives.</p> | Recounts <p>Explore a story and sequence events. Read and write about the events in a story. Read another text and carry out comprehension activities. Imagine events inspired by those read and record ideas for a recount.</p> | Poems About Birds <p>Identify and discuss features of a poem. Listen to and enjoy poems and discuss word-reading strategies. Plan and write a poem based on those read, using poetic language.</p> | Poems About Birds <p>Children use their imagination to write a class poem about where they would go if they could fly like a bird. They look at eagles and swans and find exciting vocabulary.</p> |

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| | Grammar focus: - Identify and use sentences with different forms | Grammar focus: - Use and distinguish past and present tense | Grammar focus: - Punctuate questions with question marks and sentences with full stops and exclamation marks. | Grammar focus: - Use grammatical terminology | Grammar focus: - Use expanded noun phrases in writing descriptions | Grammar focus: - Use familiar and new punctuation correctly |
| Maths | Statistics In this block, children are introduced to statistics and different representations of data for the first time. They use tally charts to systematically record data. | Statistics Children consider examples of data where symbols representing one item are not appropriate, as they would take a long time to draw and take up too much space. Initially, children are given keys to use, but they then move on to choosing the most appropriate key depending on the data. | Position and Direction Children start by describing the position of objects using left and right. Discuss methods for remembering which way is left and which way is right. They then think about other language to describe position, such as above, below and between. | Position and Direction In this step, children explore patterns that involve turns. They identify what the next shapes in the pattern are and what direction they face. children use the language of quarter, half, three-quarter turns as well as clockwise and anticlockwise. | Consolidation This provides an opportunity to revisit skills content covered this year. This also provides the opportunity to ensure any possible gaps in understanding are addressed before children move on. | |