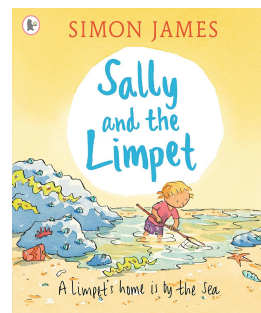
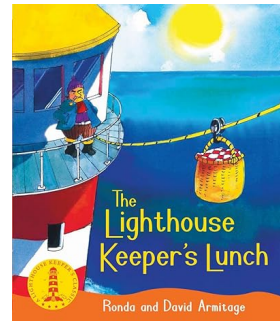


## Y1/2 Summer Land Ahoy!- Planning overview/sequential learning grid






Text:

### Big Question: How is the seaside different from where I live?

	13.04.26	20.04.26	27.04.26	04.05.26 (4 day week)	11.05.26 SATS WEEK	18.05.26 (4 day week)		01.06.26 Eid Celebration	08.06.26	15.06.26	22.06.26	29.06.26	06.07.26
<b>Literacy Y2</b>	Persuasion	Persuasion	Persuasion  <b>Suggested Outcome:</b> Persuasive text to visit Cleethorpes	Poetry	Poetry	Poetry  <b>Suggested Outcome:</b> Seaside Poems		Recount	Recount	Recount  <b>Suggested Outcome:</b> Recount of the visit to the beach	Letters /emails -	Letters/emails -	Letters / emails-  <b>Suggested Outcome:</b> Letters home from a day at the beach
<b>Literacy Y1 -</b> <a href="https://drive.google.com/drive/folders/OAC2dMvZMTheZUk9PVA">https://drive.google.com/drive/folders/OAC2dMvZMTheZUk9PVA</a>	Character Descriptions	Character Descriptions	Retelling of a story  <b>Suggested Outcome:</b> Lighthouse Keeper Descriptions	Retelling of a story	Retelling of a story	Retelling of a story  <b>Suggested Outcome:</b> Lighthouse Keeper Lunch retelling		Fact files	Fact files	Fact files  <b>Suggested Outcome:</b> Sea creature Fact file	Postcards	Postcards	Postcards  <b>Suggested Outcome:</b> Postcard home from a day at the beach to a family member
<b>Maths Y2</b>	Fractions	Fractions	Fractions	Time	Time	Time		Statistics	Statistics	Position and Direction	Position and Direction	Consolidation	Consolidation
<b>Maths Y1</b>	Multiplication and Division	Multiplication and Division	Multiplication and Division	Fractions	Fractions	Position and Direction		Place value	Place value	Money	Time	Time	Time
<b>Science</b>	<b>LO:</b> To investigate different seasons and how to describe them  <b>Suggested outcome -:</b> Comparing four seasons and identifying experiences of each season.		<b>LO:</b> Observe changes across the four seasons  <b>Suggested outcome -:</b> Weather forecast on the green screen showing each season.			<b>LO:</b> To observe and describe weather associated with the seasons and how day length varies  <b>Suggested outcome -:</b> Research lesson on day length creating a bar chart to represent day lengths. (purple mash ICT)  Potential website <a href="https://www.timeanddate.com/sun/uk/r">https://www.timeanddate.com/sun/uk/r</a>		<b>LO:</b> To make predictions about the amount of rainfall  <b>Suggested outcome -:</b> Children to create a rain gauge and predict how much rain will be collected	<b>L.O. -</b> To observe changes over time  <b>Suggested outcome -:</b> Daily collections to produce a results table of the amount of rainfall (Can be digital using Purple Mash)		<b>L.O -</b> To form conclusions  <b>Suggested outcome -:</b> Conclusion based on results - future questions e.g. How will the result be different in Autumn?		

					otherham							
ICT	<p><b>LO:</b> To input data into a spreadsheet</p> <p>Suggested outcome: Entering temperatures into a spreadsheet for different locations using two columns</p>		<p><b>LO:</b> To create a simple algorithm</p> <p>Suggested outcome: Creating if/then statements for what a plant needs to grow.</p>		<p><b>LO:</b> To retrieve data from a spreadsheet</p> <p>Suggested outcome: Picture outcome of answering questions finding data in a spreadsheet.</p>		<p><b>LO:</b> To make a list using software and a digital device</p> <p>Suggested outcome: Creating a list of the types of rides and attractions found at the beach</p>		<p><b>LO:</b> To draw a product using a computer</p> <p>Suggested outcome: Creating a design for a new ride or game you would find at the seaside.</p>		<p><b>LO:</b> To sequence a set of instructions</p> <p>Suggested outcome: Write a set of instructions for how the ride or game works using a computer</p>	
History	<p><b>LO:</b> To describe some simple similarities and differences between artefacts.</p> <p>To ask and answer questions, choosing and using parts of storied and other sources</p> <p><b>Suggested outcome -</b> Sorting suitcases- images of what you would or would not see on a seaside holiday.</p>				<p><b>LO:</b> To compare pictures and photographs of people and events in the past To describe differences between then and now.</p> <p><b>Suggested outcome -</b> Use photographs to find clues about the seaside in the past. Write a postcard home as if on holiday 100 years ago.</p>			<p><b>LO:</b> To understand how to put people, events and objects of when they happened in a chronological framework (timeline)</p> <p>To begin to understand and discuss how reliable photos, accounts and stories are.</p> <p><b>Suggested outcome -</b> Timeline of seaside images from past to present times.</p>		<p><b>LO:</b> To identify similarities and differences between ways of life in different periods.</p> <p><b>Suggested outcome -</b> Comparison chart of seaside holidays now and then.</p>		
Geog			<p><b>LO:</b> To begin to appreciate the different weather patterns in the UK</p> <p><b>L.O -</b> Make appropriate observations about why things happen.</p> <p><b>Suggested outcome -</b> - Log sheet of weather from Monday to Friday after talking about seasonal weather via discussion</p>				<p><b>LO:</b> To Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles</p> <p>L.O. - Identify the equator on a map</p> <p><b>Suggested outcome -</b> - Heat map of the world with poles and equator labelled</p>		<p><b>LO:</b> To make simple comparisons between features of different places.</p> <p><b>Suggested outcome -</b> - Similarities and differences table to compare Rotherham to Cleethorpes</p>			
DT		<p>L.O. - To analyse existing products</p> <p><b>Suggested outcome -</b> - Analyse and label diagrams of different</p>		<p><b>LO:</b> To design a personalised product for a specific purpose</p> <p><b>Suggested outcome -</b> Design a kite for the</p>				<p><b>LO:</b> To measure, mark and cut fabric using a paper template. To sew, thread and tie knots with greater confidence,</p>		<p><b>LO:</b> To test and evaluate an end product against the original design criteria.</p> <p>To suggest modifications for improvement.</p>		

		images of kites Create a RUBRIC for the design		beach that includes the pattern from art in the centre. Complete rubric for design criteria					To sew, thread and tie knots with greater confidence, <b>Suggested outcome</b> - - To practise a running stitch on spare material - Attach the printed pattern to the kite using a running stitch - Stitch the string and main areas of the kite - Pictures of the activity and final product.		<b>Suggested outcome</b> -: To evaluate the kite outdoors they have created. Link evaluation to RUBRIC and suggest ways forward for improvement.	
<b>Art</b>		LO: To recap and identify colours on the colour wheel and colour spectrums.  LO: To mix all the secondary colours using primary colours confidently.  <b>Suggested outcome</b> -: <b>Skills lesson</b> sketch books	LO: To control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture, using suitable brushes  <b>Suggested outcome</b> - <b>Skills lesson</b> Sketch books	LO: To make tints using white and tones by adding black to make darker and lighter shades  <b>Suggested outcome</b> -: <b>Skills lesson</b> . Sketch books	LO: To mix colour shades and tones.  <b>Suggested outcome</b> -: <b>Seascape or beach landscape</b>  Opportunity to add layering e.g. collage on a lighthouse.		<b>LO: To explore the work of a range of artists, craft makers and designers.</b>  <b>Suggested outcome</b> -: Artist study in sketchbook/ design printing block  Artists: Susan Yeates (printmaker with real objects)  	<b>LO: Experiment with overprinting motifs and colour</b>  <b>Suggested outcome</b> -: Make the printing block and practise in a sketchbook. Experiment with colour/overlapping prints (on paper as outcomes)	<b>LO: Use printmaking to create a repeating pattern.</b>  <b>Suggested outcome</b> -: Final print on material			
<b>PE</b>	<b>Net &amp; wall games</b> Year 1: <a href="https://www.getset4pe.co.uk/lesson/ks1/net-and-wall/1?years=1000">https://www.getset4pe.co.uk/lesson/ks1/net-and-wall/1?years=1000</a> Year 2: <a href="https://www.getset4pe.co.uk/lesson/ks1/net-and-wall/1?years=1001">https://www.getset4pe.co.uk/lesson/ks1/net-and-wall/1?years=1001</a>						<b>Striking &amp; fielding</b> Year 1: <a href="https://www.getset4pe.co.uk/lesson/ks1/striking-and-fielding/1?years=1000">https://www.getset4pe.co.uk/lesson/ks1/striking-and-fielding/1?years=1000</a> Year 2: <a href="https://www.getset4pe.co.uk/lesson/ks1/striking-and-fielding/1?years=1001">https://www.getset4pe.co.uk/lesson/ks1/striking-and-fielding/1?years=1001</a>					
<b>Music - Y2</b>	L. O. To find patterns of single and double sounds within a rhythm  L.O. To sing songs using the pitches "so", "mi" and "la".  <b>Suggested outcome</b> - Use matchsticks to work out rhythms from known songs, grouping in 2s and ones  Recap Apple tree and Bobby Shafto	L. O. To find patterns of single and double sounds within a rhythm  L.O. To sing songs using the pitches "so", "mi" and "la".  <b>Suggested outcome</b> - Play rhythm people with a known song  Play Mrs White	L.O. To identify and perform ta and ti-ti rhythms  L.O. To sing songs using the pitches "so", "mi" and "la".  <b>Suggested outcome</b> - Play rhythm people with a known song again and present ta and ti-ti as rhythm. Tap the rhythm of the song on heart cards  Play a rhythm card game  Play Mrs White and Bounce the ball	L.O. To identify and perform ta and ti-ti rhythms  L.O. To sing songs using the pitches "so", "mi" and "la".  <b>Suggested outcome</b> - Play rhythm card corners  Play Mrs White and Bounce the ball	L.O. To identify and perform ta and ti-ti rhythms  L.O. To sing "so" "la" "mi" songs using handsigns  <b>Suggested outcome</b> - Play splat the rhythm  Use matchsticks to compose some 4 beat rhythms  Analyse the pitches in Bounce the ball, find the new pitch that is higher than so. Present as La		L. O. To identify one beat rests (shh)  L.O. To sing "so" "la" "mi" songs using handsigns  L.O. To place so and mi on the stave  <b>Suggested outcome</b> - Sing and play Pease pudding hot  Play SML games, using pitch names  Introduce the hand stave and so-mi rule	L. O. To identify one beat rests (shh)  L.O. To sing "so" "la" "mi" songs using handsigns  L.O. To place so and mi on the stave  <b>Suggested outcome</b> - Sing and play pease pudding hot and rain is falling down  Play SML games, using pitch names  Sing some known so and mi songs using the hand stave	L. O. To identify one beat rests (shh)  L.O. To sing "so" "la" "mi" songs using handsigns  L.O. To place so and mi on the stave  <b>Suggested outcome</b> - Play turn the rhythm cards to analyse the rhythm of pease pudding hot. Identify new rhythm as "shh"  Play sing me a sign with SML songs  Introduce the floor stave and jump patterns of so and mi	L.O. To identify one note rests (shh)  L.O. To sing "so" "la" "mi" songs using handsigns  L.O. To place so and mi on the stave  <b>Suggested outcome</b> - Play turn the rhythm cards to analyse the rhythm of Rain is falling down. Recap new rhythm as "shh"  Play sing me a sign with SML songs  Show the melody of so mi songs on the floor stave	L.O. To identify one note rests (shh)  L.O. To sing "so" "la" "mi" songs using handsigns  L.O. To place so and mi on the stave  <b>Suggested outcome</b> - Play rhythm card reading game with rhythms including shh  Compose melodies using so mi and la, given a rhythm  Compose on the floor stave with so and mi, patterns for the class to sing	L.O. To identify one note rests (shh)  L.O. To sing "so" "la" "mi" songs using handsigns  <b>Suggested outcome</b> - Give jumbled rhythms of Pease pudding hot and Rain is falling down to be put in order and played on untuned percussion while singing  Improvise melodies using so mi and la, given a rhythm

<p><b>Music - Y1</b></p>	<p>L.O. To perform the pulse with whole body actions</p> <p>L.O. To use handsigns accurately when singing "so" and "mi"</p> <p>L.O. To identify and perform rhythm as "the way the words go"</p> <p><b>Suggested outcome -</b> Sing a range of familiar so and mi songs, using handsigns</p> <p>Learn copy cat rhythm clapping pattern</p> <p>Play Sally go round the sun cup game</p>	<p>L.O. To perform the pulse with whole body actions</p> <p>L.O. To use handsigns accurately when singing "so" and "mi"</p> <p>L.O. To identify and perform rhythm as "the way the words go"</p> <p><b>Suggested outcome -</b> Play sing me a sign game with so mi songs from last week</p> <p>Do copy cat and 1234 rhythm clapping patterns</p> <p>Play Sally go round the sun cup game</p>	<p>L.O. To perform the pulse with whole body actions</p> <p>L.O. To use handsigns accurately when singing "so" and "mi"</p> <p>L.O. To identify and perform rhythm as "the way the words go"</p> <p><b>Suggested outcome -</b> Improvise using singing piano, using handsigns</p> <p>Do copy cat and 1234 rhythm clapping patterns</p> <p>Play Sally go round the sun cup game</p>	<p>L.O. To perform the pulse with whole body actions</p> <p>L.O. To improvise and compose melodies using "so" and "mi"</p> <p>L. O. To find patterns of single and double sounds within a rhythm</p> <p><b>Suggested outcome -</b> Continue singing piano improvisation, begin writing some of the patterns down with "s" and "m" above and below a line - composing</p> <p>Use matchsticks to work out rhythms from known songs, grouping in 2s and ones</p> <p>Play "pass the sticks" with two pairs of claves. Each person plays two clicks, passes one clave then the other. Song: "pass the claves pass the claves 1234, pass the claves, swap places now" - the two children with the claves swap places and the song continues</p>	<p>L.O. To perform the pulse with whole body actions</p> <p>L.O. To improvise and compose melodies using "so" and "mi"</p> <p>L. O. To find patterns of single and double sounds within a rhythm</p> <p><b>Suggested outcome -</b> Continue singing piano improvisation, begin writing some of the patterns down with "s" and "m" above and below a line - composing</p> <p>Use matchsticks to work out rhythms from known songs, grouping in 2s and ones</p> <p>Play pass the claves again</p>		<p>L.O. To perform the pulse with whole body actions</p> <p>L.O. To improvise and compose melodies using "so" and "mi"</p> <p>L. O. To find patterns of single and double sounds within a rhythm</p> <p><b>Suggested outcome -</b> Compose so and mi patterns in a 1x4 grid, each square can have one or two "s" or "m" in it. Sing it while accompanied on guitar/ukulele. Rest of the class accompany on percussion</p> <p>Play rhythm people with a known song</p> <p>Play pass the claves again</p>	<p>L.O. To perform the pulse with whole body actions</p> <p>L. O. To sing with awareness of expression and dynamics</p> <p>L.O. To identify and perform ta and ti-ti rhythms</p> <p><b>Suggested outcome -</b> Move with scarves to pulse using The entertainer (see saved FB videos)</p> <p>Learn I like the flowers, with happy/excited expression</p> <p>Play rhythm people with a known song again and present ta and ti-ti as rhythm. Tap the rhythm of the song on heart cards</p> <p>Play a rhythm card game</p>	<p>L.O. To perform the pulse with whole body actions</p> <p>L. O. To sing with awareness of expression and dynamics</p> <p>L.O. To identify and perform ta and ti-ti rhythms</p> <p><b>Suggested outcome -</b> Move with scarves to pulse using The entertainer (see saved FB videos)</p> <p>Sing I like the flowers, sing in canon against the teacher</p> <p>Learn Ghosts, with spooky expression</p> <p>Play rhythm card corners</p>	<p>L.O. To perform the pulse with whole body actions</p> <p>L. O. To sing with awareness of expression and dynamics</p> <p>L.O. To improvise and compose using ta and ti-ti rhythms</p> <p><b>Suggested outcome -</b> Move with stretchy band to wishy washy wee (see saved FB videos)</p> <p>Sing I like the flowers and ghosts in canon in groups</p> <p>Sing I like the flowers, sing in canon in groups against the teacher</p> <p>Play splat the rhythm</p>	<p>L.O. To perform the pulse with whole body actions</p> <p>L. O. To sing with awareness of expression and dynamics</p> <p>L.O. To improvise and compose using ta and ti-ti rhythms</p> <p><b>Suggested outcome -</b> Move with stretchy band to wishy washy wee (see saved FB videos)</p> <p>Sing I like the flowers and ghosts in canon in groups</p> <p>Use matchsticks to compose some 4 beat rhythms</p>	<p>L.O. To perform the pulse with whole body actions</p> <p>L. O. To sing with awareness of expression and dynamics</p> <p>L.O. To improvise and compose using ta and ti-ti rhythms</p> <p><b>Suggested outcome -</b> Assessment activities</p>
<p><b>MFL</b></p>		<p><b>LO:</b> To pronounce weather vocabulary accurately</p> <p>Introduce new vocabulary: What's the weather like? French song about the weather <a href="https://www.languagenut.com/administration/#/settings/songs">https://www.languagenut.com/administration/#/settings/songs</a></p> <p>What's the weather like? What's the weather like?</p> <p><b>Suggested outcome -:</b> Create a video of a weather report</p>						<p><b>LO:</b> To label items of clothing in French.</p> <p>Introduce new vocabulary - word mat/vocab cards.</p> <p>Play the game <a href="#">Clothes-and-colours</a></p> <p><b>Suggested outcome -:</b> Draw a picture of a person in an outfit or a washing line, adding the labels in French.</p>			<p><b>LO:</b> To pronounce beach vocabulary accurately.</p> <p>introduce and practise new vocabulary - Going to the beach.</p> <p>French Story: Jeanne et Tom à la mer</p> <p><a href="https://www.languagenut.com/administration/#/settings/songs">https://www.languagenut.com/administration/#/settings/songs</a></p> <p><b>Suggested outcome -:</b> Complete a beach bag packing checklist by drawing the item described.</p>	
<p><b>RE</b></p>	<p>Summer 1.5 - What can we learn from stories about Moses?</p>					<p>Summer 1.6 - What can we learn from stories of Jesus?</p>						
	<p><b>LO:</b> To retell religious stories about Moses</p> <p><a href="#">Why did baby Moses Float down the river?</a></p> <p><b>Suggested outcome -:</b> Photo outcome of the story using blue cloth and wicker basket</p>	<p>L.O. To discuss what freedom means to people</p> <p><a href="#">How did Moses lead his people to freedom?</a></p> <p><b>Suggested outcome -:</b> Conscious alley of Moses, staying</p>		<p>L.O. To explain the celebration of passover and the symbolic foods.</p> <p><a href="#">How do Jewish people remember the Passover today?</a></p> <p><b>Suggested outcome -:</b> Image of the</p>	<p><b>LO:</b> To retell the story from the Jewish Bible of the 10 commandments</p> <p><a href="#">What were the Ten Rules that God gave to Moses?</a></p>		<p>L.O. - To explain that people have different qualities of power.</p> <p><a href="#">Who is a powerful person?</a></p> <p><b>Suggested outcome -:</b> Person outline describing a hero person and their powers or qualities .</p>		<p><b>LO:</b> To explain the Lord's Prayer</p> <p><a href="#">What does the Lord's prayer mean?</a></p> <p><b>Suggested outcome -:</b> Image matching to lines of the prayer and their meaning</p>		<p><b>LO:</b> To retell the story of Jesus and the ten lepers.</p> <p><a href="#">What did Jesus do with his powers?</a></p> <p><b>Suggested outcome -:</b> Drama activity to retell the story</p>	<p>L.O. - To explain the importance of prayer to Christians</p> <p><a href="#">What power do Christians find through praying?</a></p> <p><b>Suggested outcome -:</b> Poster of the four main prayer purposes - Praising, Giving thanks,</p>

		as slaves or following god.		Seder plate and foods it contains	<b>Suggested outcome -:</b> Pictures of how people can follow the ten rules.							asking for help, saying sorry.
<b>PSHE RHE</b>  <b>Year 1 objectives</b>	LO: To know how to respond to adults in a safe and familiar context. <a href="#">(KAPOW L1)</a>  <b>Suggested outcome:</b> Roles and respect through school		LO: To recognise how to respond to adults in a range of situations. <a href="#">(KAPOW L2)</a>  <b>Suggested outcome:</b> Scenarios to practise conversations between different adults Knowing the importance of stranger danger		LO: To begin to understand the difference between acceptable and unacceptable physical contact. <a href="#">(KAPOW L5)</a>  <b>Suggested outcome:</b> A bank of phrases to use if in need		LO: To begin to understand the risks associated with the sun. <a href="#">(KAPOW L6)</a>  <b>Suggested outcome:</b> Sun safety poster - creative application e.g. publish on a lotion bottle or sunglasses?	LO: To understand that there are people in the local community who help to keep us healthy. <a href="#">(KAPOW L8)</a>  <b>Suggested outcome:</b> Plotting places on a map of the local area (hospitals, drs, pharmacy, dentist, school, etc)		LO: To begin to understand what is safe to put into or onto our bodies. <a href="#">(KAPOW L6)</a>  <b>Suggested outcome:</b> Medicines sorting activity using hoops		LO: To recognise that there are dangers at home and how these can be avoided <a href="#">(KAPOW L7)</a>  <b>Suggested outcome:</b> Keeping safe at home Label different dangers in the home -different rooms per group, and how we can keep ourself safe
<b>PSHE RHE</b>  <b>Year 2 objectives</b>			LO: To begin to understand the difference between secrets and surprises <a href="#">(KAPOW L3)</a>  <b>Suggested outcome:</b> Drawing a secret and drawing a surprise. Label or add thought bubbles about how each person feels in the picture for each scenario. How can a secret be perceived differently to a surprise?		LO: To begin to understand the concept of privacy and the correct vocabulary for body parts. <a href="#">(KAPOW L4/5)</a> - PANTS!  <b>Suggested outcome:</b> Pic collage of interaction with tools. Use NSPCC		LO: To begin to understand the process and emotions relating to grief. <a href="#">(KAPOW L6)</a>  <b>Suggested outcome:</b> A class gift jar. Adding memories of someone they may have lost or someone they love who may have moved away or someone they don't see as much as they'd like?	LO: To recognise similarities and differences between people in the local community. <a href="#">(KAPOW L5)</a>  <b>Suggested outcome:</b> Who and what makes up our community?		LO: To identify basic needs essential for healthy growth. <a href="#">(KAPOW L2)</a>  <b>Suggested outcome:</b> What do different people need to- compare Baby Adult Child		LO: To consider how people decide what they want. <a href="#">(KAPOW L3)</a>  <b>Suggested outcome:</b> Difference between wants and needs