



6 PRINCIPLES OF NURTURE

Learning is understood developmentally

The school offers a safe space for all

We understand the importance of nurture for well being

We understand that Language is a vital form of communication

We understand that all behaviour is communication

We understand the significance of transition for children

KEY DRIVERS

Resilience

- Equipping pupils to deal with challenges and barriers in all walks of life;
- A school culture that promotes emotional and physical risk taking and a safe environment to do this within;
- Support pupils in setting high aspirations and mapping out their road to success.

Inclusion

- All pupils are enabled to learn and participate affectively;
- Tailored support where needed to help pupils participate affectively;
- A curriculum that increases exposure to the diversity of our country and promote tolerance;
- Empathetic, respectful, successful learners.

Community

- Positively contribute to the school, local and wider community;
- Identify how the choices we make can have a global impact;
- Show tolerance and appreciation for different cultures and religions;
- Know how to keep ourselves safe in the local and virtual community.

Excellence

- Academic excellence for all at every part of their education;
- A broad and balanced curriculum creating opportunity for excellence across all subjects;
- Enrichment activities used to support and promote academic excellence;
- Empowering pupils to perform highly in a variety of assessments.

Maths Yr1							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	Multiplication & Division		Place value (within 50)		Addition & Subtraction (re-cap)	Consolidation	Position and direction
Objectives	To make equal groups. To add equal groups. To make arrays. To solve one-step multiplication problems. To count in two's, fives and tens. To make doubles.	To count in two's, fives and tens. To make equal groups by grouping. To make equal groups by sharing. To solve one-step division problems.	To read and write numbers to 50. To show the value of a number to 50 in tens and ones. To find one more and one less than a number to 50. To compare using more/less and equal to. To order a group of objects. To order a group of numbers. To position numbers on a number line.		To add and subtract numbers using objects, part- whole, pictures and number lines. To solve problems including addition and subtraction.		To describe turns To describe position To describe movement.
Maths Yr2							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	Multiplication and Division		Addition and Subtraction including Money			Assessment Week	Position and Direction

Maths Yr1							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	Multiplication & Division		Place value (within 50)		Addition & Subtraction (re-cap)	Consolidation	Position and direction
Objectives	<p>Recall multiplication facts for 2's, 5's and 10 times table</p> <p>Represent times tables in a variety of ways to understand the meaning behind the digits.</p> <p>Calculate mathematical statements using times divide and equal signs.</p> <p>Understand multiplication can be commutative and division is not. Use arrays.</p> <p>Solve problems for multiplication and division.</p>	<p>To solve addition and subtraction problems using money.</p> <p>Recall and use addition and subtraction facts to 20.</p> <p>Add and subtract</p> <p>A two-digit number and ones.</p> <p>A two-digit number and tens</p> <p>Two two-digit numbers.</p> <p>Adding three one-digit numbers.</p> <p>Understand addition can be commutative and subtraction is not.</p> <p>Recognise the inverse relationship between addition and subtraction, use this to check calculations.</p> <p>Work through two part problem solving using addition and subtraction with money.</p>			<p>Paper 1 2019</p> <p>Paper 2 2019</p>	<p>Arrange and order objects in patterns and sequences.</p> <p>Use mathematical language to describe position, direction and movement.</p> <p>Rotational turns in right angles and quarters. Half and three quarters. (Anti clockwise and clockwise)</p>	

Maths Yr1							
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	Money	Time	Place value (within 100)		Measure (Length and Height)		Measure (Weight and volume)
Objectives	To recognise and know the value of coins. To recognise and know the value of notes. To count different denominations of coins and notes.	To compare, describe and solve practical problems for time. To measure and begin to record time (hours, minutes, seconds) To recognise and use language relating to dates, including days of the week, weeks, months and years. To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	To read and write numbers to 100. To show the value of a number to 100 in tens and ones. To find one more and one less than a number to 100. To compare using more/less and equal to. To order a group of objects. To order a group of numbers. To position numbers on a number line.		To compare, describe and solve practical problems for lengths and heights. To measure and begin to record lengths and heights.		To compare, describe and solve practical problems for mass, weight, capacity and volume. To measure and begin to record mass, weight, capacity and volume.
Maths Yr2							
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	Fractions	Time	Place Value beyond 100		Measure		
Objectives	Recognise $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ in shapes and quantities. Write fractions e.g., $\frac{1}{2}$ of 6 is 3. Recognise $\frac{1}{2}$ is the same as $\frac{2}{4}$.	Compare and sequence intervals of time. Tell the time to five minutes including quarter past, half past, quarter to the hour. Know the number of minutes in an hour and hours in a day.	To count in steps of 2,3, 5 and 10 forwards and backwards. Recognise the value of a digit in a three-digit number. To read three-digit numbers. To identify, represent and estimate numbers on a number line. Read and write three-digit numbers in digits and words.		To use appropriate standard units to estimate and measure length/height in any direction. To know and read scales accurately length is measured in cm and m. Mass in kg and g's Temperature in centigrade. Capacity in litres and ML Compare and order length, mass, volume, capacity and record results using < and > and =.		

Literacy							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus Text Reading	This is the Bear Narrative Write		Meerkat Mail Letter write and Diary extract – Writing in character			Amazing Grace Writing in character Black lives matters linked to History.	
Objectives Writing	Sequencing and retelling a familiar story.	To plan and write a story about a lost toy.	To write a letter in character. To write diary extract in character.			To write about real events.	
Year 1 Punctuation and Grammar	Capital letters Capital letters for names. Spaces between words Using and to extend a sentence. To use full stops, capital letters and exclamation marks.						
Year 2 Punctuation and Grammar	Homophones Capital letter and lower case letter match. Adding ed ending double the consonant rule.	Verbs Possessive apostrophes. Adding ing by dropping the “e” adding ing. The short vowel sound you double the consonant. “w “ special where the “a” sound makes an “o” sound in a word e.g. watch	Plurals Adding “s” and “es” to nouns and verbs. Cry becomes cries by dropping the y and adding ies.	Types of sentences command, statement, question, exclamatory. Adding “er” to verbs and adjectives.	Adverbs Adding ful to nouns. Adding ly to adjectives to form adverbs.	Adding est to adjectives Contractions	tion words Adding the prefix un, dis.
	To use subordination (when if that or because) and coordination (or, and,but) to extend sentences. To use 2 adjective sentences (2A)						
Literacy							
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

Literacy							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus Text Reading	This is the Bear Narrative Write		Meerkat Mail Letter write and Diary extract – Writing in character			Amazing Grace Writing in character Black lives matters linked to History.	
Focus Text Reading	Anansi the spider Whistling Thorn by Helen Cowcher		Non fiction fact files about African animals Tinga tales – African folk story.		Africa Poetry	Africa Day school experience Handa’s surprise Bring the rain to Kapiti plain by Vema Aardema	
Objectives Writing	To retell a story. To sequence a story. To write speech using speech bubbles or inverted commas.		To write a non-chronological report. To check their writing makes sense. To proof read their writing. To use different types of sentences to keep their writing interesting. To write a narrative folk tale of their own.		To write poetry. To read aloud what they have written. To write a narrative. To edit and improve their work.		
Year 1 Punctuation and Grammar	Capital letters Capital letters for names. Spaces between words Using and to extend a sentence. To use full stops, capital letters and exclamation marks.						
Year 2 Punctuation and Grammar	To sort the sentences into present and past tense. Speech in texts.	To identify the different types of sentences and how they are used. Commands, statements, questions, exclamation.	Revisit suffixes – ment,ness,ful,less and ly.	To identify Verbs and Adverbs.	To write and identify noun phrases.	Revision through all SPAG coverage.	
	To use subordination (when if that or because) and coordination (or, and,but) to extend sentences. To use 2 adjective sentences (2A)						

History and Geography							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	History Famous person – Scott of the Artic		Geography Africa			History Black lives matter – Famous person	
Objectives	To learn about the lives of significant people. To create a time line of the events.	To compare polar explorers today and the equipment of the past.	Understand the similarities and differences through studying the human and physical geography of a small area of the United Kingdom and in a contrasting non-European country. Compare homes and towns. Compare weather and its relation to the equator. Compare flora and fauna in both places. Identify natural and manmade features in the two contrasting localities.			To learn about the lives of significant people. To create a time line of the events. Rosa Parks and how her actions changed history.	
Geography/ History							
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	Geography		History/ Geography			History	
Objectives	To identify key features on a map, seas, roads, boundaries. To identify and locate the four countries and capital cities of the UK. Using simple compass directions and locational language to describe features and routes on maps. To follow a map on a local walk and identify human and natural features in the local area.		To understand how our history shapes our lives today. To learn about significant people			Changes within living memory. Reflection time around the pandemic we are living through History now. Changes we have seen in National life, face masks, lock down.	

History and Geography							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	History Famous person – Scott of the Artic		Geography Africa			History Black lives matter – Famous person	
	To create a map of Africa and devise a key for natural and man-made features. To create a map and devise their own key for the features on the map. To create maps of the school grounds and use compasses to orientate around the grounds. Treasure hunt.		Identify how conservation has changed over time in the uk (plastics) and in Africa (forests and animal conservation). Dian Fossey – African Gorilla’s David Attenborough - Ocean plastic World wildlife foundation and how we can help. Recycled art, litter pick, fundraise to support save the rhino.			To compare life before and during the pandemic. To share ideas about what our future might look like. What have we learnt?	
PE							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Objectives	Hockey - Develop fundamental movement skills. Master basic movements. Engage in competitive and cooperative activities. Participate in team games.		Tennis - Develop fundamental movement skills. Master basic movements. Engage in competitive (against self and others) and cooperative activities.				
PE							
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Objectives	Athletics – master basic movements including running, jumping and throwing.			Small team games – rounders Throwing and catching			
Art and Design							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Objectives	Use a range of materials creatively to design and make products. To develop a range of art and design techniques in using colour, pattern, texture, shape, form and space. Learn about the work of artists. Make links with their own work.						
Art and Design							
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Objectives	Design appealing products. Develop, model and communicate ideas through talking, drawing and mock ups. Select from and use a wide range of materials and components.						

History and Geography							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	History Famous person – Scott of the Artic		Geography Africa			History Black lives matter – Famous person	
	Make a shadow puppet.	Make an African mask.		Make an African animal mask.			

Music							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	What is tempo, dynamics and structure?	What is unique about African music?	What is a rhythmic pattern?	What is an irregular rhythmic pattern?	How is music written?	(Performance)	
Objectives	To listen to 'Summer' from Vivaldi's Four Seasons. To discuss elements of the music such as dynamics, tempo and structure. To create images after listening and discussing the music linked to a summer walk.	To share a selection of African music and discuss the ideas heard.	To begin to understand simple chanting patterns with a rhythmic pulse. To echo rhythms. To begin to play with others in groups playing different rhythms.	To focus on irregular rhythm patterns which provide a varied and exciting framework for making African music. To learn about polyrhythms (These occur when 2 or more patterns are performed simultaneously). To create patterns either by chanting, counting, clapping or on drums.	To create graphic scores using symbols to record ideas using extracts of varying length and stressing different beats within the rhythms. To share Paul Simon's Gracelands which was composed in collaboration with African musicians.	To prepare for recording African music to share with parents. To practise songs and rhythms learnt during the half term to perform.	

Music							
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	African Music						

Music							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	What is tempo, dynamics and structure?	What is unique about African music?	What is a rhythmic pattern?	What is an irregular rhythmic pattern?	How is music written?	(Performance)	
Objectives	Listen to Summer through Vivaldis four seasons.	What is unique about African music?	Rhythm patterns and drumming.	Irregular rhythm patterns and Polly rhythms.	Using graphic scores to record rhythms.	Listen to Paul Simons Grace Lands.	Perform and share African themed learning.
RE: Special stories for Christians and Muslims							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	Why are some books special?	Why is the Bible and the Qu'ran special?	What is the Bible?	What is the Qu'ran?	What can we learn about the story of Muhammed at the gates of Makkah?	What can we learn from the story about Bilal-the slave who would not be quiet?	What can we learn from the story of the lost sheep?
Objectives	To understand that books are special for different reasons. To ask questions which address why books are special.	To understand what the Bible and the Qu'ran are. To understand why Christians and Muslims believe their sacred books are special.	To understand how Christians show respect for the Bible. To recall stories the Bible tells.	To understand the seven signs of respect for the Qu'ran. To recall stories the Qu'ran tells.	To recall the story. To identify the meaning in the story. To respond sensitively to the ideas in the story.	To recall the story. To identify the meaning in the story. To respond sensitively to the ideas in the story.	To recall the story. To identify the meaning in the story. To respond sensitively to the ideas in the story.
RE							
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	How do we say thank you for our beautiful world?						

Music							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	What is tempo, dynamics and structure?	What is unique about African music?	What is a rhythmic pattern?	What is an irregular rhythmic pattern?	How is music written?	(Performance)	
Objectives	What does it feel like to create something I am really proud of?	What stories do Christians and Jews love to tell about the worlds beginning?	The creation story.	Creation stories from different religions.	If god made the world how would he feel about it today?	How do Christians say thank you for the world for god?	
Science: Plants							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	What is Spring?	What do plants need to grow?	What plants can we find on our school grounds/outside?	What are the different parts of a plant?	What is the lifecycle of a plant? What are a plants basic needs?	How will a plant adapt to its growing environment?	
Objectives	To observe the changes on our environment. To observe and describe weather associated with the seasons.	To understand why plants, need water. To test planting seeds in different conditions.	To identify and name a variety of common wild and garden plants,	To identify and describe the basic structure of a variety of common flowering plants, including trees.	To observe the growth of flowers and vegetables they plant.	To observe the growth of flowers and vegetables they plant. To understand the conditions a plant needs to be able to grow.	
Science							
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

Music							
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	What is tempo, dynamics and structure?	What is unique about African music?	What is a rhythmic pattern?	What is an irregular rhythmic pattern?	How is music written?	(Performance)	
Objectives	Explore and compare the differences between things that are living, dead and things that have never been alive. Sort pictures into 3 groups and discuss reasons as to how we know something is living, dead or has never been alive. Explore questions and decisions and record in charts.	What is a habitat? Identify that most things live in habitats to which they are suited. Organise and sort animals into their different habitats. Discuss reasons and record ideas.	How do different habitats provide the basic needs for different animals and plants? How do they depend on each other?	Describe the conditions in different habitats and micro-habitats (under logs, paths, bushes etc) and find out how the conditions affect the number and type of plants and animals that live there. Explore the school grounds	Food chains. Describe simple food chains e.g. grass, cow, human and construct simple mobiles to show food chains to display.	Look for signs of Summer. Summer hunt around the school environment. BBC Bitesize. Discuss and record ideas. Recap the 4 seasons - months, celebrations, images, weather, clothes, events etc	Investigate Sir David Attenborough.