



# Kinney Class – Summer 2

## Let's discover the Olympics



<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Listening and answer comprehension questions linked to the book.</li> <li>• Watching films linked with the theme;</li> <li>• Reading activities</li> <li>• Discussing texts and videos linked to the winter Olympics, Summer Olympics and Paralympic games.</li> </ul>	<p><b><u>Independence</u></b></p> <ul style="list-style-type: none"> <li>• Students will learn about where money comes from and how it can be used.</li> <li>• Students will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe.</li> <li>• They will also learn about the different things on offer when they go shopping and how we need to identify the difference between the things we want and the things we need.</li> </ul>	<p><b><u>Theme - Music</u></b></p> <ul style="list-style-type: none"> <li>• Explore and learn new music notation;</li> <li>• Develop the rhythm skills playing different music rhythm games;</li> <li>• Develop the music feel of playing like one music band</li> <li>• Play different drum circle games and games with percussion instruments on the screen</li> </ul>
<p><b><u>History</u></b></p> <p>Who was Elizabeth 1</p> <ul style="list-style-type: none"> <li>• Who was Elizabeth I</li> <li>• Elizabeth and Mary Queen of Scots</li> <li>• The Spanish Amada</li> </ul> <p>Queen Victoria and the Victorian Age</p> <ul style="list-style-type: none"> <li>• Who was Queen Victoria?</li> <li>• Why did Victoria always wear black?</li> <li>• What happened in the Victorian Age</li> </ul>	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the different types of teeth in humans and their simple functions.</li> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> </ul>	<p><b><u>Geography</u></b></p> <p>Recall information:</p> <ul style="list-style-type: none"> <li>• Continents, oceans, countries in each continent and capital cities of those countries.</li> <li>• Countries and capital cities of the UK</li> <li>• Hot and cold areas on a globe, North and South Pole.</li> <li>• Use maps/atlas to locate countries following N, S, E, W directions.</li> <li>• Draw birds eye view map of the class/school.</li> <li>• Use technology to locate countries, capital cities and special landmarks.</li> </ul>
<p><b><u>Outdoor School</u></b></p> <ul style="list-style-type: none"> <li>• Litter pick</li> <li>• Rain gauge</li> </ul>	<p><b><u>Art</u></b> <b><u>Art and Design:</u></b></p>	

<ul style="list-style-type: none"> <li>• Rubbish plant pots</li> <li>• Cress eggs heads</li> <li>• Nature bug hunt – using magnifying glasses</li> <li>• Natural weaving</li> </ul>	<ul style="list-style-type: none"> <li>• We will be working on the Olympic Games- the Art of 5 continents: African Art, Asiatic, Greek pottery, Peruan Masks, and Australian aboriginal art.</li> </ul>
	<p><b><u>Relationships and Sex Education &amp; PSHE</u></b></p> <ul style="list-style-type: none"> <li>• Hopes and dreams Overcoming disappointment</li> <li>• Creating new, realistic dreams Achieving goals</li> <li>• Working in a group Celebrating contributions</li> <li>• Resilience Positive attitudes</li> </ul>

<p><b><u>Home Learning ideas</u></b></p> <ul style="list-style-type: none"> <li>• Helping to prepare food and cook</li> <li>• Playing turn taking games</li> <li>• Exploring their emotions, identifying how they feel and what strategies they can use to get into the green zone</li> <li>• Going shopping</li> </ul>	<p><b><u>DT</u></b></p> <ul style="list-style-type: none"> <li>• Learning about health &amp; safety around hot water and the differences between burns and scalds.</li> <li>• How to use a system flow diagram and why they are useful.</li> <li>• Designing using quick sketches and annotations so that they can create and make their own fridge monster out of polymorph.</li> </ul>	<p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>• Athletics - running, jumping, throwing, relays and teamwork. In Running - developing the ability to maintain a steady and appropriate pace; begin a sprint from a crouched position.</li> <li>• Jumping - basic standing long jump, focusing on swinging arms and bending knees to gain momentum.</li> <li>• Throwing - underarm throw and overarm throw.</li> <li>• Relays and Teamwork, - how to pass a baton; able to show good teamwork.</li> </ul>
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**Maths**

**Y1 –**  
Pupils should be taught:  
-Represent and use number bonds and related subtraction facts within 20;  
-Add and subtract one-digit and two-digit numbers to 20, including 0;  
-Solve one-step problems that involve addition and subtraction and missing number problems such as  $7 = ? - 9$   
- solve one-step problems involving multiplication and division, using concrete objects, pictorial representations and arrays

**Y2 –**  
Pupils should be taught to:  
- solve problems with addition and subtraction;  
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100;  
-show that addition of 2 numbers can be done in any order (commutative);

- solve missing number problems using the inverse operation.
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication including odd and even numbers;
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot;
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts.

### **Y3 –**

Pupils should be taught to:

- add and subtract numbers mentally;
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction;
- estimate and use inverse operations to check answers;
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.