

Windmill Class (Cycle A) ~ Term 5 and 6

ENGLISH:

- Phase 5c phonics.
- Sentence composition – capital letters, full stops and finger spaces.
- Correct letter formation.
- Using coordination and subordination to join my sentences.
- Word types – nouns, verbs, adjectives and adverbs.
- Sentence types.
- First person recount
- Narrative and sequel narrative writing.

READING:

- Reading for pleasure at school and daily home reading.
- Whole Class reading fluency and extended reads.
- Smaller guided groups focusing on our de-coding and fluency.
- Developing a love of reading.

ART:

Portraits and Self Portraits: drawing, charcoal, pain2ng and digital media
Van Gogh, Giuseppe Arcimboldo (Y2)

DT: Making Animal homes from everyday objects and materials (Y2)

RE: How do we celebrate our journey through life?

This unit explores how religions and beliefs express aspects of life's journey in a variety of creative ways.

PE:

Athletics
Invasion Games

Striking and Fielding
Tennis/
Badminton (Sending and receiving)

MUSIC:

Term 5: Your Imagination

This unit develops children's understanding of music through fun activities. They take part in warm-up and singing games, learn songs step by step, and may play instruments. They can also improvise or compose their own music, and perform what they have learned.

Term 6: Reflect, Rewind and Replay

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Geography: How are countries in the UK different?

Children will learn where the countries of the UK are and their capital cities. They will explore the difference between rural and urban areas, and compare the geographical features of England, Wales, Scotland, and Northern Ireland, looking at similarities and differences.

History: What was Brunel's legacy in Bristol?

Pupils will describe why Brunel was an important person, why the Clifton Suspension Bridge was built and what the impact was on people. They'll learn the impact that Brunel had on transport and travel with the GWR. Pupils will explain the effect that Brunel has had on Bristol

MATHS:

- Length and Height.
- Money
- Fractions
- Time
- Mass, capacity and temperature

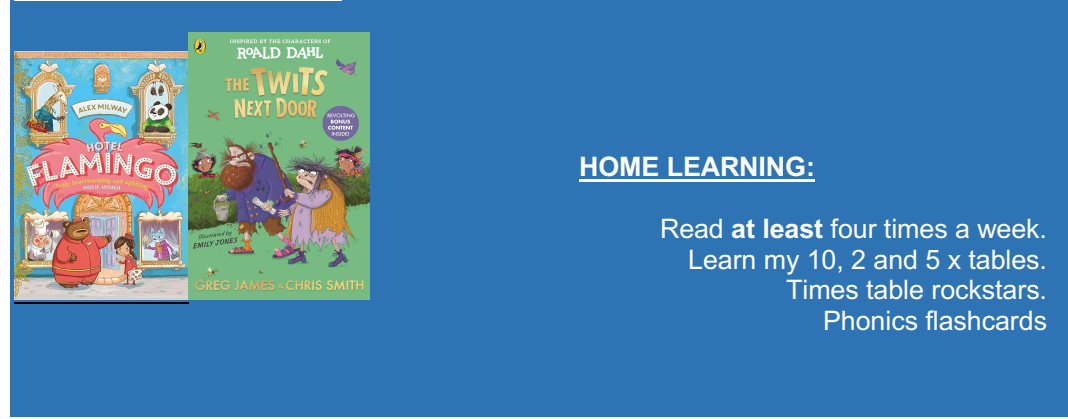
2, 5, 10 and 3 times tables.

Number bonds to 10, 20 and 100.

Related number facts.



Extended reads this term:



COMPUTING:

Making Music: Learners will use a computer to create music. They will listen to different pieces, explore how music makes them feel, compare digital and non-digital music, and create their own using patterns.

Programming B: This unit introduces on-screen programming using ScratchJr. Learners explore sprites and backgrounds, use and change programming blocks, and begin to understand simple algorithms.

SCIENCE:

Plants (Y2)

This unit teaches children about plants. They learn how seeds and bulbs grow, and what plants need—water, light, and the right temperature—to stay healthy.

Living Things and Habitats around the world (Y2)

This unit teaches children about living things and their habitats. They learn the difference between living, dead, and never alive, explore different habitats, and how animals and plants depend on them. They identify plants and animals (including microhabitats) and learn about simple food chains and where animals get their food.

PHSE JIGSAW:

Dreams and Goals:

In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support.

Healthy Me.

In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates.



What was Brunel's legacy in Bristol?

Very Important Vocabulary

Legacy: Something important left behind by someone that has a lasting impact.

Engineer: A person who designs and builds things like bridges, railways, and ships.

Railway: A track made of rails for trains to travel on.

Bridge: A structure built to help people cross over obstacles like rivers.

Steamship: A large boat powered by steam, such as the SS Great Britain.

Innovation: A new idea or method that changes how things are done.

Transportation: The way people or goods are moved from one place to another.

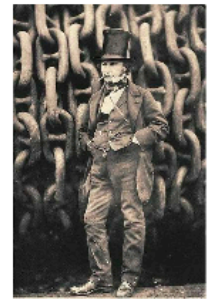
Construction: The process of building something, like the bridge or the railway.

Symbol: Something that represents a bigger idea, like the Clifton Suspension Bridge as a symbol of Bristol.



The SS Great Britain was a large iron steamship that could travel long distances. It improved trade and travel with its new technology.

Brunel faced many challenges in his projects. His ability to overcome these challenges shows how skilled and determined he was.



Brunel was a famous engineer who designed and built important structures like bridges, railways and ships. He is known for his innovative ideas that changed how people travelled and connected cities.

The Great Western Railway, connected Bristol to London, making travel easier and faster.

The Clifton Suspension Bridge made it easier to cross the Avon Gorge, it became a symbol of Bristol and helped the city to grow by improving transportation.

Technology was crucial for Brunel as it allowed him to pioneer innovative engineering solutions, such as using iron for shipbuilding and creating efficient railway systems. His ability to harness and advance technology enabled him to transform transportation and infrastructure, leaving a lasting legacy and impact on Bristol.

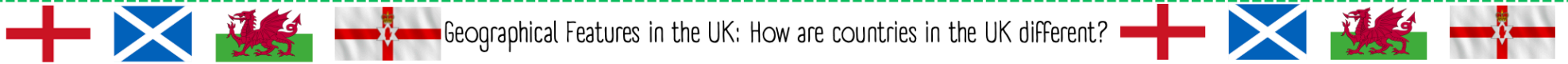


Brunel's legacy in Bristol includes his contributions to transportation (GWR), construction (Clifton Suspension Bridge) and maritime innovation (SS Great Britain). These projects made Bristol a more connected, famous and wealthy city.



Geographical Features in the UK

Geography Year 1



Geographical Features in the UK: How are countries in the UK different?

Very Important Vocabulary

Continent: A continent is a huge area of land. There are 7 continents in the world.

United Kingdom: A country made up of four smaller countries: England, Scotland, Wales and Northern Ireland.

Country: A place with its own land, people and rules. The world has many different countries.

Europe: A continent made up of many countries.

Island: A piece of land that is completely surrounded by water. The UK is a group of islands.

Coastline: Where land meets the sea. A coastline is often made up of beaches, cliffs and bays.

Capital city: Is where a country's government has its headquarters and where important decisions are made.

Town: A place that is bigger than a village but smaller than a city. Towns often have homes, shops and schools.

City: A large place where many people live and work. Cities often have lots of buildings, roads and transport links.

Countryside: Land outside of towns and cities. It often has fields, farms, hills and lots of greenery. Often, fewer people live there.



The United Kingdom:

The United Kingdom consists of four countries: England, Scotland, Wales and Northern Ireland. England is located in the southern part of Great Britain, Scotland is located in the North and Wales to the west. Northern Ireland is located on a different island called Ireland.

The capital of England is London. The capital of Wales is Cardiff. The capital of Scotland is Edinburgh. The capital of Northern Ireland is Belfast. England is the largest and most populated country in the UK.

England's terrain is mostly lowland. It has rolling hills and fertile plains. The Pennines are a range of upland hills that run through the centre of England. The Lake District contains England's highest peaks, Scafell Pike.

Wales is mountainous, particularly in north and central regions. Snowdonia National Park contains Mount Snowdon, this is Wales's highest peak.

Scotland's highest mountain is Ben Nevis, this is also the highest peak in the UK. Scotland has many different lochs (lakes), glens (valleys) and long stretches of coastlines. Scotland also has many islands.

Northern Ireland has Sperrin and Mourne Mountains. Lough (lake) Neagh is the largest freshwater lake in the UK. Northern Ireland has rugged coastlines, with notable landmarks like the Giant's Causeway.

Urban Areas:

These are busy places where lots of people live close together. These places have many buildings like houses, schools, shops and hospitals. People who live in urban areas often have better access to transport.



Rural Areas:

These are quiet areas with less infrastructure and more nature. People live in small villages and do not always have access to shops, schools, supermarkets and hospitals without travel.

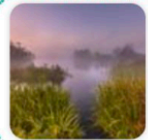




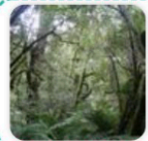
Lesson Sequence



1. Learn about habitats



2. Appreciate that environments are constantly changing



3. Explore the rainforest and its problems



4. Describe life in the ocean



5. Discover the Arctic and Antarctic habitat



6. Create a model of a habitat

Habitats

- A habitat is a place where organisms live.
- A microhabitat is a small area within a habitat which differs somehow from the surrounding habitat.

How habitats change

- Cutting down forests
- Polluting land and water
- Taking away resources

If a habitat changes too much, it can cause the animals that live there to become endangered or extinct.

The rainforests

Rainforests are rich in biodiversity. They contain lots of helpful resources to help us make food, clothes and medicine. It is important to protect the rainforests.

Examples of habitats



desert



rainforest



ocean



wetlands

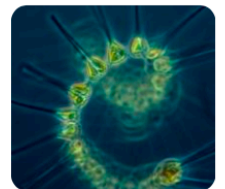
The Arctic and Antarctic

- Tundra ecosystems are treeless regions found in the Arctic.
- Polar animals – like polar bears – have adapted by having thick fur or feathers.
- Polar bears, narwhals, caribou, seabirds and indigenous peoples live in the Arctic.

Ocean life



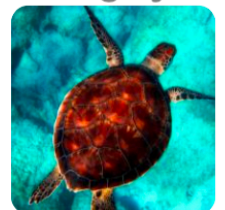
coral reef



plankton



stingray



turtle

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	