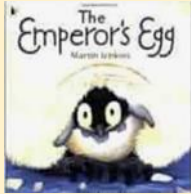
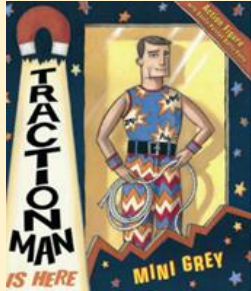


	Year 1 - Summer 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 Note: Week 8 – End of summer & transition activities	
Themed Days	5th June World Environment Day 8th June – World Oceans Day - Hajj week – Day of Arafah tbc	Healthy Eating Week – tbc	16th – 22nd June National Sports week + Sports' day 20th June World Refugee Day	- Insect Week + Art week 24th –30th June World Wellbeing Week		11th July – World Population Day		
English Reading	The Emperor's Egg 	The Emperor's Egg (Non-fiction) -Discuss the sequence of events in books and how items of information are related. -Become increasing familiar with and retell a wide range of stories. -Discuss favourite words and phrases. -Draw inferences on the basis of what is being said and done. -Listen to, discuss and express views about stories and non-fiction at a level beyond that at which they can read independently. -Participate in discussions about books, taking turns and listening. -Discuss word meanings, linking new meanings to those already known. -Being introduced to non-fiction books that are structured in different ways. -Draw on what they already know or on background information provided by the teacher. -Discuss the significance of the title and events. -Link what is read to their own experiences.						-Increase familiarity with a range of books. -Explain and discuss understanding of books. -Discuss the sequence of events in books. -Answer and ask questions ? Predict what might happen on the basis of what has been read. -Draw inferences on the basis of what is being said and done. -Express views and opinions about reading.
English Writing		Traction Man is Here (Fiction) -Plan or say out loud what they are going to write about and write down key ideas and words, including new vocabulary. -Write for different purposes, including poetry and narratives. -Evaluate writing with the teacher and other pupils. -Re-read writing to check it makes sense. -Support us to continue to provide our free resources that raise children's engagement and attainment in literacy to schools and parents. -Participate in discussions about books, taking turns and listening. -Discuss word meanings, linking new meanings to those already known. -Being introduced to non-fiction books that are structured in different ways.						Traction Man is Here (Fiction) -Draft and write by composing and rehearsing sentences orally. -Sequence sentences to form short narratives. -In narrative create settings, characters and plot.

		-Draw on what they already know or on background information provided by the teacher. -Discuss the significance of the title and events. -Link what is read to their own experiences. -Use familiar and new punctuation correctly. -Use expanded noun phrases to describe. -Write present and past tenses correctly and consistently. -Make simple additions, revisions and corrections by re-reading to check their writing makes sense and to check for errors in spelling, grammar and punctuation.					-Write for different purposes including about fictional personal experiences and fictional narratives. -Re-read writing to check it makes sense and make simple revisions.	
		Incidental writing: -Writing in role -Letter writing			Writing Outcomes: -sentence writing -incidental writing -setting description -write a poem			
Deen	Topic: The Six Articles of Faith L.O: To understand that Muslims have core beliefs which make a person a Muslim	Topic: Belief in Allah and Angels L.O: To understand the correct belief in Allah and the Angels	Topic: Belief in the Books and Messengers L.O: To understand the correct belief in the books and the messengers	Topic: Belief in the Last Day and Destiny L.O: To understand the correct belief in the last day and destiny	Topic: The Six Articles of Faith L.O: To be able to recall all the Six Articles of Faith	Topic: Assessment Week	Consolidation GAPS	
RE	Topic: What role do festivals and holy days play in the life of faith? L.O: Appreciate with sensitivity and respect the significance that specific days have within the principal religious traditions.	Topic: What role do festivals and holy days play in the life of faith? L.O: Identify the common elements associated with special religious days, such as memory, belief, clothing, ceremony, prayers, food, gatherings, prayer and worship.	Topic: What role do festivals and holy days play in the life of faith? L.O: Acknowledge that some special religious days are associated with celebration and joy whilst other events mark sadness and lament.	Topic: What role do festivals and holy days play in the life of faith? L.O: Demonstrate an understanding of the connections between believing, behaving and belonging that are associated with special religious days.	Topic: What role do festivals and holy days play in the life of faith? Writing outcome based on festivals in the different religions	Topic: What role do festivals and holy days play in the life of faith? Writing outcome based on festivals in the different religions	Topic: What role do festivals and holy days play in the life of faith? Writing outcome based on festivals in the different religions	

		LO: Where have explorers travelled and when?	LO: Who was Christopher Columbus and what did he do?	LO: Who was Mathew Henson and what did he do?	LO: How has exploration changed?	LO: How can we remember them?	Assessment	
Art/DT	Colour Splash To investigate how to mix secondary colours	Colour Splash To apply knowledge of colour mixing when painting	Colour Splash To explore colour when printing	Colour Splash To experiment with paint mixing to make a range of secondary colours	Colour Splash To apply their painting skills when working in the style of an artist	Colour Splash To apply their painting skills when working in the style of an artist	Colour Splash To evaluate their work	
Music	<u>Songs based on Hajj, Hijra and Muharam. As well as their historical significance. affirm identity</u>	• Sing small range 'mi-so' pentatonic songs. • Beats and tempo	• move sing: preform action movement • Understanding of faith • Use voice expressively • sing echo • Sing small range 'mi-so' pentatonic songs. • • Beats and tempo •	• To sing in solo, unison and in parts with clear diction, controlled pitch and with the sense of Structure	• Exploring sounds, dynamics, Tempo, Timbre, Texture and instruments.	• Exploring different beats rhythm and pulse. • Music notation	To sing in solo, unison and in parts with clear diction, controlled pitch and dynamic with the sense of phrase	
PE	Topic: Active Athletics To use varying speeds when running.	Topic: Active Athletics To explore footwork patterns	Topic: Active Athletics To explore different methods of throwing	Topic: Active Athletics To practise short distance running.	Topic: Active Athletics To practise taking off from different positions	Topic: Active Athletics To complete an obstacle course with control and agility.		
Arabic	L.O: To identify the new words with the three short vowels: Fattah, kasrah and dammah صاروخ - صندوق - صنارة ضابط - ضروس - صقذع To pronounce the new words correctly with the three short vowels. To write the given words accordingly depending on its position along the line	L.O: To identify the new words with the three short vowels: Fattah, kasrah and dammah طائرة - طفل - طيور ظرف - ظل - ظفر To pronounce the new words: Fatha, kasrah, dammah.	L.O: To identify the new words with the three short vowels: Fattah, kasrah and dammah. عين - علبة - عنب غزال - غراء - غراب To pronounce the new words: Fatha, kasrah, dammah.	L.O: To identify the new words with the three short vowels: Fattah, kasrah and dammah. فراشة - فندق - فيل قصر - قبة - قرد To pronounce the new words: Fatha, kasrah, dammah.	L.O: To identify the new words with the three short vowels: Fattah kasrah and dammah. كلب - كرة - كتاب لبن - لعبة - لسان To pronounce the new words	L.O: To identify the new words with the three short vowels: Fattah kasrah and dammah موز - مهرج - مفتاح نحلة - نجوم - نسر To pronounce the new words	Revision and Assessment	

		correctly with the three short vowels. To write the given words accordingly depending on its position along the line.	correctly with the three short vowels. To write the given words accordingly depending on its position along the line.	correctly with the three short vowels. To write the given words accordingly depending on its position along the line.	correctly with the three short vowels. To write the given words accordingly depending on its position along the line.	correctly with the three short vowels. To write the given words accordingly depending on its position along the line.		
Quran	Memorisation Az-Zalzala 1-2 Revision Al-Asr Al-Humaza Al-Qaria Reading Words with short vowels Fatah	Memorisation Az-Zalzala 2-4 Revision Al-Qaria At-Takathur Al-Asr Reading Words with short vowels Fatah	Memorisation Az-Zalzala 4-6 Revision Al-Qaria At-Takathur Al-Asr Reading Words with short vowels Fatah	Memorisation Az-Zalzala 6-8 Revision Al-Qaria At-Takathur Al-Asr Reading Words with short vowels Fatah	Memorisation Az-Zalzala 1-4 Revision Al-Humaza Al-Fil Quraish Reading Words with short vowels Fatah	Memorisation Az-Zalzala 4-8 Revision Al-Humaza Al-Fil Quraish Reading Words with short vowels Fatah	Revision and Assessments	