



Stardust Class




Summer B 2024/2025

Whole school theme: Food and Farming.

Literacy Tree Story: Izzy Gizmo/A Walk in London

What's it like in the United Kingdom?

Activities and groups adapted as necessary following on going formative assessments.

Week	Starters	<p>Year 1</p> <p>Blue squares (ELGS/WT1)</p>  <p>All below to be done with support as necessary. Initially, using concrete apparatus, then moving to pictorial representations</p>	<p>Year 1/2</p> <p>Red triangles (WT1/EX1)</p>  <p>All below to be done with support as necessary. Initially, using concrete apparatus, then moving to pictorial representations.</p>	<p>Year 2</p> <p>YELLOW STARS (WT2/EX2)</p>  <p>All below to be done with adult keeping children on task. Using concrete apparatus, then pictorially.</p>
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<p>Week 1</p> <p>02.06.25-06.06.25</p> <p>Izzy Gizmo-Week 1</p>	<p><u>EMC:</u></p> <p>Count forwards to 100 from 0.</p> <p>Count backwards from any given number.</p> <p>Number bonds to 10 and 100.</p> <p>Read numbers from 1 - 20 in words.</p> <p>Write numbers from 1 - 20 in words.</p> <p><u>Starter:</u></p> <p>Counting in 2, 5 and 10.</p> <p>Reciting 2x tables.</p> <p>Reciting 10x tables.</p> <p>Reciting 5x tables.</p>	<p><u>Fractions: Small Steps</u></p> <p>Recognise half of an object or a shape</p> <p>Find half an object or a shape</p> <p>Recognise a half of a quantity</p> <p>Find a half of a quantity</p> <p><u>Fractions</u></p> <ul style="list-style-type: none"> • Recognise, find and name $\frac{1}{2}$ as one of two equal parts of an... object, shape, quantity, • Recognise, find and name $\frac{1}{4}$ as one of four equal parts of an... object, shape, quantity, <ul style="list-style-type: none"> • Read fractions for $\frac{1}{2}$ • Write symbol for $\frac{1}{2}$ <p><u>Working mathematically</u></p> <p>Record different methods using a variety of formats.</p> <p>Use own ideas to create own records.</p> <p>Sort and classify giving reasons for choices.</p> <p>Make comparisons and order using <, > & =.</p> <p>Identify the need for and use equipment correctly.</p> <p>Show fluency.</p> <p>Show varied fluency.</p> <p>Show reasoning and problem solving skills.</p>	<p>SATS TESTS</p>
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<p>Week 2</p> <p>09.06.25-13.06.25</p> <p>Izzy Gizmo- Week 2</p> <p>Writing Assessment - Piece 1 of the term.</p>	<p>EMC: Count forwards to 100 from 0. Count backwards from any given number. Number bonds to 10 and 100. Read numbers from 1 - 20 in words. Write numbers from 1 - 20 in words.</p> <p>Starter: Counting in 2, 5 and 10. Reciting 2x tables. Reciting 10x tables. Reciting 5x tables.</p>	<p>Fractions: Small Steps Recognise half of an object or a shape Find half an object or a shape Recognise a half of a quantity Find a half of a quantity</p> <p>Fractions</p> <ul style="list-style-type: none"> Recognise, find and name $\frac{1}{2}$ as one of two equal parts of an... object, shape, quantity, Recognise, find and name $\frac{1}{4}$ as one of four equal parts of an... object, shape, quantity, <ul style="list-style-type: none"> Read fractions for $\frac{1}{4}$ Write symbol for $\frac{1}{4}$ <p>Working mathematically Record different methods using a variety of formats. Use own ideas to create own records. Sort and classify giving reasons for choices. Make comparisons and order using <, > & =. Identify the need for and use equipment correctly. Show fluency. Show varied fluency. Show reasoning and problem solving skills.</p>	<p>Statistics: Small steps Make tally charts. Tables. Block diagrams. Draw pictograms (1-1) Interpret pictograms (1-1) Draw pictograms (2, 5 & 10) Interpret pictograms (2, 5 & 10)</p> <p>Statistics Collect data and present and record it as a simple list. Collect data and present and record it as a tally chart. Collect data and present and record it as a simple pictogram. Collect data and present and record it as a block diagram. Construct own tables to present data as a simple list. Construct own tables to present data as a tally chart. Construct own tables to present data as a simple pictogram. Construct own tables to present data as a block diagram.</p> <p>Working mathematically Record different methods using a variety of formats. Use own ideas to create own records. Sort and classify giving reasons for choices. Make comparisons and order using <, > & =. Identify the need for and use equipment correctly. Show fluency. Show varied fluency. Show reasoning and problem solving skills.</p> <p>Speaking and Listening Vocabulary - Use words from one experience to link to other experiences. Listening and understanding - Ask questions to show active listening. Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Creativity - Develop a story from a starting point. Social interaction - Sometimes take on the role of leader.</p>
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<p>Week 3</p> <p>16.06.25-20.06.25</p> <p>A walk to London week 1.</p>	<p><u>EMC:</u></p> <p>Count to and back to 100, from a given number.</p> <p>Count forwards and backwards to 20/50/100 from 0.</p> <p>Reliably count up to 20/50/100 objects.</p> <p><u>Starter:</u></p> <p>Counting in 2, 5 and 10.</p> <p>Reciting 2x tables.</p> <p>Reciting 10x tables.</p> <p>Reciting 5x tables.</p>	<p><u>Small steps</u></p> <p>Before and after</p> <p>Days of the week</p> <p>Months of the year</p> <p>Hours, Minutes and seconds.</p> <p>Tell the time to the hour.</p> <p>Tell the time to the half hour.</p> <p><u>Measurement: Time</u></p> <p>Sequence events in chronological order using the correct terminology.</p> <p>Know and recite days of the week and months of the year.</p> <p>Know the number of days in a week.</p> <p>Know the number of hours in a day</p> <p>Know the amount of minutes in an hour.</p> <p>Tell and write time to the hour and draw hands on the clock.</p> <p>Tell and write the time to the half hour and draw hands on a clock.</p> <p><u>Working mathematically</u></p> <p>Record different methods using a variety of formats.</p> <p>Use own ideas to create own records.</p> <p>Sort and classify giving reasons for choices.</p> <p>Make comparisons and order using <, > & =.</p> <p>Identify the need for and use equipment correctly.</p> <p>Show fluency.</p> <p>Show varied fluency.</p> <p>Show reasoning and problem solving skills.</p> <p><u>Speaking and Listening</u></p>	<p><u>Position and Direction: Small steps</u></p> <p>Language of position.</p> <p>Describe movement.</p> <p>Describe turns.</p> <p>Describe movement and turns.</p> <p>Shape patterns with turns.</p> <p><u>Geometry - Position and Direction</u></p> <p>Distinguish between rotations as a turn,</p> <p>Distinguish between rotations as quarters or as a right angle.</p> <p>Distinguish between rotations as a half and three-quarter turn.</p> <p>Distinguish between rotations as clockwise and anti-clockwise.</p> <p>Distinguish between rotations as left and right.</p> <p><u>Working mathematically</u></p> <p>Record different methods using a variety of formats.</p> <p>Use own ideas to create own records.</p> <p>Sort and classify giving reasons for choices.</p> <p>Make comparisons and order using <, > & =.</p> <p>Identify the need for and use equipment correctly.</p> <p>Show fluency.</p> <p>Show varied fluency.</p> <p>Show reasoning and problem solving skills.</p> <p><u>Speaking and Listening</u></p> <p>Social interaction - Sometimes take on the role of leader.</p> <p>Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>Creativity - Develop a story from a starting point.</p> <p>Use words from one experience to link to other experiences.</p> <p>Listening and understanding - Ask questions to show active listening.</p> <p>Social interaction - Understand the need to talk in a different way to different people</p>
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<p>Week 4</p> <p>23.06.25- 27.06.25</p> <p>A walk to London week 2</p>	<p><u>EMC:</u></p> <p>Count forwards and backwards to 20/50/100 from 0 and from any given number.</p> <p>Read numbers from 1 to 20 in words.</p> <p>Write numbers from 1 to 20 in words.</p> <p>Count forward in 10's, 5's and 2's.</p> <p><u>Starter:</u></p> <p>Counting in 2, 5 and 10.</p> <p>Reciting 2x tables.</p> <p>Reciting 10x tables.</p> <p>Reciting 5x tables..</p>	<p><u>Measurement: Time</u></p> <p><u>Small steps</u></p> <p>Before and after</p> <p>Days of the week</p> <p>Months of the year</p> <p>Hours, Minutes and seconds.</p> <p>Tell the time to the hour.</p> <p>Tell the time to the half hour.</p> <p>Sequence events in chronological order using the correct terminology.</p> <p>Know and recite days of the week and months of the year.</p> <p>Know the number of days in a week.</p> <p>Know the number of hours in a day</p> <p>Know the amount of minutes in an hour.</p> <p>Tell and write time to the hour and draw hands on the clock.</p> <p>Tell and write the time to the half hour and draw hands on a clock.</p> <p>Working mathematically</p> <p>Record different methods using a variety of formats.</p> <p>Use own ideas to create own records.</p> <p>Sort and classify giving reasons for choices.</p> <p>Make comparisons and order using <, > & =.</p> <p>Identify the need for and use equipment correctly.</p> <p>Show fluency.</p> <p>Show varied fluency.</p> <p>Show reasoning and problem solving skills.</p> <p><u>Speaking and Listening</u></p>	<p>Investigations</p> <p>Number pyramids.</p> <p>Chn to reason about addition to solve a series of number pyramids.</p> <p>Always? Sometimes? Never?</p> <p>In small groups solve maths investigation involving odd and even numbers.</p> <p>03.07.24 - Transition day at Academy.</p> <p>Heads and Feet.</p> <p>Chn to work out different combinations of numbers to total the same amount.</p> <p>https://nrich.maths.org/924/note</p> <p>Domino sequences.</p> <p>Chn to investigate number sequences and patterns.</p> <p>https://nrich.maths.org/241/note</p> <p><u>Speaking and Listening</u></p> <p>Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>Listening and understanding - Ask questions to show active listening.</p> <p>Social interaction - Sometimes take on the role of leader.</p> <p>Creativity - Develop a story from a starting point.</p> <p>Vocabulary - Use words from one experience to link to other experiences.</p>
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<p>Week 5</p> <p>30.06.25-04.07.25</p> <p>Transition day 02.07.25</p> <p>Tuesday 01.07.25</p> <p>NP Trip/half of Stardust</p> <p>Thursday 03.07.25</p> <p>Paddington trip/half of Stardust</p> <p>A walk in London.</p> <p>Assessment Week</p> <p>Writing Assessment - Piece 2 of the term.</p>	<p><u>EMC</u></p> <p>Count to and back to 100, from a given number.</p> <p>Read numbers from 1 to 20 in words.</p> <p>Write numbers from 1 to 20 in words.</p> <p><u>Starter:</u></p> <p>Counting in 2, 5 and 10.</p> <p>Reciting 2x tables.</p> <p>Reciting 10x tables.</p> <p>Reciting 5x tables.</p>	<p style="text-align: center;">Assessment Week</p> <p>White Rose Progress Check - paper 1: Mental Arithmetic.</p> <p>White Rose Progress Check - paper 2: Reasoning and Problem Solving.</p>	<p>White Rose Progress Check - paper 1: Mental Arithmetic.</p> <p>White Rose Progress Check - paper 2: Reasoning and Problem Solving.</p> <p style="text-align: center;">Speaking and Listening</p> <p style="text-align: center;">Creativity - Develop a story from a starting point.</p> <p style="text-align: center;">Social interaction - Sometimes take on the role of leader.</p> <p style="text-align: center;">Listening and understanding - Ask questions to show active listening.</p> <p style="text-align: center;">Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p style="text-align: center;">Social interaction - Understand the need to talk in a different way to different people.</p> <p style="text-align: center;">Vocabulary - Use words from one experience to link to other experiences.</p>
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<p>Week 6</p> <p>07.07.25- 11.07.25</p> <p>Theme week - transition</p>	<p><u>EMC:</u> Number bonds to 10</p> <p>Count aloud in 2's, 5's and 10's. Read numbers from 1 to 20 in words. Write numbers from 1 to 20 in words.</p> <p><u>Starter:</u> Counting in 2, 5 and 10. Reciting 2x tables. Reciting 10x tables. Reciting 5x tables.</p>	<p>Theme Week - Transition. See separate planning.</p>
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<p>Week 7</p> <p>14.07.25- 18.07.25</p> <p>Leavers assembly 10am 16.07</p> <p>Celebration Week</p>	<p><u>EMC:</u> Count in 2, 3, 5 & 10.</p> <p><u>Starter:</u></p>	<p>Theme Week - Celebration. See separate planning.</p>
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