





# Curriculum | Medium Term Plan - Summer 2022

<b>Challenge Pack:</b>	Buckets and Spades - How can we bring the seaside to the city?	<b>Challenge outcome:</b>	Children to hold an event where they can share key knowledge and understanding of the beach and the difference between their local area and the seaside.	<b>NC Year:</b> <b>Length of term:</b>	1 12 weeks
<b>Summary</b>	Children will use geographical skills to explore their local area and compare to coastal (seaside) areas. They will understand how holidays to the seaside have changed over time before creating seaside artwork.	<b>Hook:</b>	Children to visit Weston Super Mare to experience the beach in real life, including donkey rides, ice creams and paddling in the sea.		
<b>Key texts:</b>	<b>Fiction:</b> Seasaw Poems about the Seaside Seaside Poems  <b>Non-Fiction:</b> The Sea Book Peep Inside the Seashore	<b>Trips and visits:</b>	Visit to Weston Super Mare	<b>Inspire sessions:</b>	N/A
 <ul style="list-style-type: none"> <li>I can control the pace of my speech so that it is clear.</li> <li>I can speak clearly so that my words can be understood.</li> </ul>	 <ul style="list-style-type: none"> <li>I can use a limited vocabulary well.</li> <li>I can speak in coherent sentences</li> </ul>	 <ul style="list-style-type: none"> <li>I can sequence sentences so that they are related to one another.</li> <li>I can say sentences that are related to the central theme or topic.</li> </ul>	 <ul style="list-style-type: none"> <li>I can find the confidence to speak in front of an audience.</li> <li>I can understand my character strengths and can build on them.</li> </ul>		

	Maths:	English:	Class reader: Phonics:	NICER:	Discrete/ Special events:
25.04.22	<p><b>Area of learning:</b> Recap addition and subtraction</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Addition and subtraction within 10</li> <li>- Addition and subtraction within 20</li> </ul> <p><b>Mental maths focus:</b> 5 more (multiples of 5)</p>	<p><b>Purpose:</b> To Entertain</p> <p><b>Text type:</b> Retell</p> <p><b>Text used:</b> Seasaw</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- Read and RIP (beginning, middle, end)</li> <li>- Sequencing to retell</li> <li>- <i>Know joining words and when to use them</i></li> </ul>	<p><b>Year 1 sounds:</b> ear</p> <p>CEW: was</p> <p><b>Reading lesson:</b> To listen to a story and give predictions Text: What the Ladybird Heard - know how to listen to a story being read - say what has happened so far - make a sensible prediction</p>	<p><b>Which way to the beach?</b> Children will look at each of the countries within the UK and consider where might be good to visit the beach and why.</p> <p>Killer Question <i>Where do you find the beach?</i></p> <p>Complete Explore the Challenge sheet</p> <p>Geography G1.1b As <b>Geographers</b>, <b>WALT:</b> name and locate each of the four countries and cities of the UK <b>Outcome:</b> Chn will recap their learning from Autumn term to embed their knowledge of countries and cities of the UK.</p> <p>Geography G1.1b As <b>Geographers</b> <b>WALT:</b> identify where in the UK you could visit the beach <b>Outcome:</b> Children will understand that beaches can be found at the coast and demonstrate on a map.</p> <p><i>Link to Challenge Outcome: Chn will develop their understanding of where in the UK would be a good location to visit the beach.</i></p>	<p><a href="#">St George's Day</a> (25 April)</p> <p><a href="#">Yom HaShoah</a> (28 April)</p> <p>Ramadan ends (1 May)</p>
Homeavone	<p>Number bond or timetables practise: number bonds to 10 (recap)</p>	<p>Spellings: beard, year, clear, fear, ear, gear, fear, near, was</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: On a map of the UK, label where you live and label the nearest beach.</p>	
02.05.22	<p><b>Area of learning:</b> Multiplication</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Count in 2s</li> <li>- Count in 5s</li> <li>- Count in 10s</li> </ul>	<p><b>Purpose:</b> To Entertain</p> <p><b>Text type:</b> Retell</p> <p><b>Text used:</b> Seasaw</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- <i>Join words and clauses using and, or, but</i></li> <li>- <i>Understand what a compound sentence is</i></li> </ul>	<p><b>Year 1 sounds:</b> ure</p> <p>CEW: were</p> <p><b>Reading lesson:</b></p>	<p><b>Have you checked the weather?</b> Children will look at the different weather/ weather patterns in the UK and consider when would be the best time to visit the beach.</p> <p>Science S1.2C As <b>Scientists</b> <b>WALT:</b> observe changes across the four seasons</p>	<p><a href="#">May Day</a> (2 May)</p> <p><a href="#">World Press Freedom Day</a> (3 May)</p> <p><a href="#">Eid ul-Fitr begins</a> (3 May)</p> <p><a href="#">World Asthma Day</a> (3 May)</p> <p><a href="#">Bike to School Day</a> (4 May)</p>

	<p><b>Mental maths focus:</b> 5 less (multiples of 5)</p>	<p>- <i>Understand what an exclamation is (not sentences) and what exclamation marks look like</i></p>	<p>To use knowledge of the text to answer simple retrieval questions Text: What the Ladybird Heard - know how to listen to a story - know how to read/listen to questions carefully - use my finger to locate the answer in a text - use sentence stems to provide an answer</p>	<p><b>Outcome:</b> Children will be able to list changes over the four seasons.</p> <p>Science S1.1D As <b>Scientists WALT:</b> observe and describe weather associated with the seasons and how day length varies <b>Outcome:</b> Children will be able to say weather associated with each season and the different in day length.</p> <p>Geography G1.1b As <b>Geographers WALT:</b> identify daily weather in the UK. (working scientifically link – use thermometers) <b>Outcome:</b> Chn will be able to name and describe the different types of weather that we may experience in the UK by daily recording the temperature.</p> <p>Geography G1.2b As <b>Geographers WALT:</b> identify seasonal weather in the UK. <b>Outcome:</b> Chn will be able to name the four seasons and describe the typical weather for each.</p> <p>Link to Challenge Outcome: Chn will be able to describe the different seasons and suggest when would be a better time for someone to visit the beach.</p>	<p><a href="#">VE Day</a> (8 May)</p>
Homework	<p>Number bond or timetables <i>practise:</i> number bonds to 20 (recap)</p>	<p><b>Spellings:</b> pure, sure, cure, picture, mixture, secure, mature, were</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: CAF the four seasons and using photos provided, list the changes between the seasons.</p>	
09.05.22	<p><b>Area of learning:</b> Multiplication</p> <p><b>Knowledge and skills:</b> - Make equal groups - Add equal groups</p> <p><b>Mental maths focus:</b> recall 2, 5 and 10 times tables</p>	<p><b>Purpose:</b> To Entertain <b>Text type:</b> Retell <b>Text used:</b> Seasaw</p> <p><b>Knowledge and Skills:</b> - Write sentences: sequencing them to form a short narrative - Edit - Publish</p>	<p><b>Year 1 sounds:</b> or spelt aw</p> <p>CEW: you. your</p> <p><b>Reading lesson:</b> To briefly summarise and order events from the text Text: What the Ladybird Heard - know how to summarise the</p>	<p><b>What's it like in the city?</b> Children will look at the geographical features in their own area.</p> <p><b>Killer Questions</b> What are the human features in our local area?</p> <p>Geography 1.2c/ 1.3b As <b>Geographers WALT:</b> identify the difference between physical and human features <b>Outcome:</b> Children to recap Autumn learning about human and physical features.</p> <p>Geography 1.2c/ 1.3b As <b>Geographers WALT:</b> Identify physical and human features of their local area.</p>	<p><a href="#">Florence Nightingale's Birthday</a> (12 May)</p>

			<p>story in my own words - describe characters using words from the text - sequence events from the story</p>	<p><b>Outcome:</b> Chn will be able to name physical and human features of where they live (town).</p> <p>CAFRA</p> <p>Children to go on visit to Gurdwara.</p>	
Homework	<p>Number bond or timetables practise: 2,5 and 10 times tables in order</p>	<p>Spellings: dawn, squawk, claw, yawn, awful, draw, crawl, jaw, you, your</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Using sheet provided, list the human and physical features in your local area.</p>	
16.05.22	<p><b>Area of learning:</b> Multiplication</p> <p><b>Knowledge and skills:</b> - Arrays - Doubles</p> <p><b>Mental maths focus:</b> doubles</p>	<p><b>Purpose:</b> To Entertain <b>Text type:</b> Poetry <b>Text used:</b> Poems about the Seaside, Seaside Poems</p> <p><b>Knowledge and Skills:</b> - Read and RIP - Perform poems - <i>Understand alliteration as words starting with the same sound (not letter)</i> - <i>Begin to use alliteration in my writing</i></p>	<p><b>Year 1 sounds:</b> or spelt au</p> <p>CEW: one</p> <p><b>Reading lesson:</b> To listen to and discuss a wide range of text (non-fiction) at a level beyond that at which they can read independently Text: The Big Book of Blue</p>	<p><b>Places of worship</b></p> <p>RE As <b>Theologians</b> WALT: identify what a Gurdwara is Outcome: Chn to make links to prior visit to explain and understand what a Gurdwara is, and what activities may take place there</p> <p>RE As <b>Theologians</b> WAL: stories of the Gurus (over multiple lessons) Outcome: Children to become familiar with a range of stories.</p>	<p><a href="#">International Day against Homophobia, Transphobia, and Biphobia</a> (17 May) <a href="#">International Museum Day</a> (18 May)</p>
Homework	<p>Number bond or timetables practise: 2,5 and 10 times tables muddled</p>	<p>Spellings: pause, sauce, cause, because, haunted, launch, August, one</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Using sheet provided, list 4 facts about a Gurdwara.</p>	<p>3TB Class assembly</p>
23.05.22	<p><b>Area of learning:</b> Fractions</p> <p><b>Knowledge and skills:</b> - Make a half - Find a half (shape) - Find a half (quantity)</p> <p><b>Mental maths focus:</b> halves</p>	<p><b>Purpose:</b> To Entertain <b>Text type:</b> Poetry <b>Text used:</b> Poems about the Seaside, Seaside Poems</p> <p><b>Knowledge and Skills:</b> - <i>Understand what a simile is and how to use one to compare</i> <i>Use similes using the word 'as'</i></p>	<p><b>Year 1 sounds:</b> w spelt wh</p> <p>CEW: today</p> <p><b>Reading lesson:</b></p>	<p><b>How can I use Art to represent the city?</b></p> <p><b>Art 2.2a</b> As <b>Artists</b>, WAL: that different media and tools make different marks and use these creatively. Outcomes: Chn will use different media (pens, pencils and pastels) to explore the different effects they can create.</p>	

			To discuss word meanings, linking new meanings to those already know Text: The Big Book of Blue	<u>Art 2.2b</u> As <b>Artists</b> , WALT: Use a range of tools and media to experiment with line and shade. Outcomes: Use pencils, pastels and pens to draw a picture of their local area.  Link to Challenge Outcomes: Children will be able to draw on their knowledge of their own local area and seasonal changes to explain how the beach environment is different to the city.	
Homeavork	Number bond or timetables practise: 2,5 and 10 times tables timed test	Spellings: what, when, where, why, wheel, wheat, white, whale, today	Reading book/ Reading Plus	Flipped homework: Practice a range of marking skills (sheet provided with examples).	3SB Class assembly Everybody write day
30.05.22				<i>Half Term</i>	
06.06.22	<p><b>Area of learning:</b> Fractions</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Make a quarter</li> <li>- Find a quarter (shape)</li> <li>- Find a quarter (quantity)</li> </ul> <p><b>Mental maths focus:</b> count forward and back in 2s</p>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Recount</p> <p><b>Text used:</b> n/a</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- Read and RIP</li> <li>- <i>Sequence events</i></li> <li>- Adverbials of time</li> </ul>	<p><b>Year 1 sounds:</b></p> <p>ff spelt ph</p> <p>CEW: says</p> <p><b>Reading lesson:</b></p> <p>To listen to and discuss a wide range of stories (reading grid)</p> <p>Text: The Storm Whale</p>	<p><u>How can I show kindness to my friend?</u></p> <p><b>PSHE 1.7</b></p> <p>As <b>Citizens</b> WALT: identify when working together is important</p> <p>Outcomes: Children to have a class discussion about when and why working together is important.</p> <p><b>PSHE 1.3</b></p> <p>As <b>Citizens</b> WALT: show kindness to my friends and peers and do not include people when playing.</p> <p>Outcomes: Children to discuss possible games they could play at the beach next week. Children to use their C&amp;S cort skill to think about how excluding or not including people would feel.</p> <p><b>PSHE 1.4 / 1.5</b></p> <p>As <b>Citizens</b> WALT: maintain happy friendships</p> <p>Outcomes: Children will talk through different friendship scenarios and discuss what they may do to reconcile a friendship.</p> <p><b>PSHE 1.6</b></p> <p>As <b>Citizens</b> WALT: describe the importance of telling the truth</p> <p>Outcomes: Children will be able to explain why telling the truth is important and the consequences of not telling the truth.</p>	<p><a href="#">Anniversary of D-Day</a> (6 June)</p> <p><a href="#">World Oceans Day</a> (8 June)</p> <p><a href="#">Millicent Garrett Fawcett's birthday</a> (11 June)</p>

Homeavorte	Number bond or timetables practise: odd numbers	Spellings: phone, photo, phonics, dolphin, elephant, sphere, graph, says	Reading book/ Reading Plus	Flipped homework: Create a poster to share with children in reception about nursery that shows how to be a good friend and pupil.	
13.06.22	<p><b>Area of learning:</b> Position</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Describe turns</li> <li>- Describe position</li> </ul> <p><b>Mental maths focus:</b> identify near doubles</p>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Recount</p> <p><b>Text used:</b> n/a</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- Write in the past tense</li> <li>- Join clauses using and, or, but</li> <li>- Plan</li> </ul>	<p><b>Year 1 sounds:</b> un prefix</p> <p>CEW: Monday</p> <p><b>Reading lesson:</b> To use the clues from pictures and words to suggest how a character is feeling Text: The Storm Whale - know how to say how a character is feeling - identify words and pictures which suggest how a character is feeling</p>	<p><u>What's it like at the beach?</u></p> <p>Children will go on a visit to Western Super-mare to experience what it is like at the beach so that they can make comparisons to where they live.</p> <p><u>Killer Questions</u> What are the human and physical features found at the beach?</p> <p>CAFRA</p> <p><u>Geography 1.2c/ 1.3b</u> As <b>Geographers</b> WAL: basic geographical vocabulary to describe features of the beach. Outcomes: Chn will be able to match the word (geographical term) to the corresponding image (physical feature of the beach).</p> <p><u>Geography 1.2c/ 1.3b</u> As <b>Geographers</b> WALT: Identify physical and human features of the beach. Outcomes: Chn will be able to name physical and human features of the beach.</p>	<a href="#">Father's Day</a> (19 June)
Homeavorte	Number bond or timetables practise: count in odd numbers	Spellings: unclean, unhappy, unpleasant, untie, unzip, untidy, unkind, unpack, Monday	Reading book/ Reading Plus	Flipped homework: Using sheet provided, list the human and physical features you expect to see on the beach visit.	3JF Class assembly

20.06.22	<p><b>Area of learning:</b> Place value</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Introduce the 100 square</li> <li>- Count to 100 by making 10s</li> <li>- Count to 100</li> <li>- Count forwards and backwards within 100</li> </ul> <p><b>Mental maths focus:</b> use patterns of similar calculations</p>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Recount</p> <p><b>Text used:</b> n/a – trip to beach</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- Shared Write</li> <li>- <i>Write sentences: sequencing them to recount events</i></li> <li>- Edit</li> <li>- Publish</li> </ul>	<p><b>Year 1 sounds:</b> ing suffix</p> <p>CEW: Tuesday</p> <p><b>Reading lesson:</b> To learn synonyms for new vocabulary</p> <ul style="list-style-type: none"> <li>- know how to locate the new word</li> <li>- find new words in a text</li> <li>- suggest alternative word</li> </ul>	<p><b>How can I use Art to represent the beach?</b></p> <p><b>Killer Questions</b> <i>What are the differences between where we live and the beach?</i></p> <p>Geography 1.3a As <b>Geographers</b> WALT: Identify the difference between their local area and the beach. Outcomes: Chn will be able to state what is the same/ different about the beach and the area in which they live.</p> <p>Art 2.4c / ICT paint (over multiple lessons) As <b>Artists</b>, WALT: Combine and explore texture to create an effect. Outcomes: Children to explore textures most suitable for beach themed art. Children to use Paint application to create a piece of art work including texture.</p> <p>Art work created can be displayed in frames made in DT.</p> <p>Link to Challenge Outcomes: Children will be able to describe what it is like at the beach and describe how it is different to where they live.</p>	<p><a href="#">World Refugee Day</a> (20 June)</p> <p><a href="#">Make Music Day</a> (21 June)</p> <p><a href="#">Windrush Day</a> (22 June)</p>
Homework	<p>Number bond or timetables practise: even numbers</p>	<p>Spellings: landing, standing, picking, handing, stomping, posting, tricking, bringing, Tuesday</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Plan your seaside theme art work. List materials/tools you will need.</p>	<p>2AP Class assembly</p>
27.06.22	<p><b>Area of learning:</b> Place value</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Comparing numbers</li> <li>- Ordering numbers</li> <li>- One more</li> <li>- One less</li> </ul> <p><b>Mental maths focus:</b> one more and one less</p>	<p><b>Purpose:</b> To Inform</p> <p><b>Text type:</b> Postcard</p> <p><b>Text used:</b> n/a – seaside in the past</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- Read and RIP</li> <li>- <i>Sentence types – questions</i></li> <li>- <i>Sentence types – statements</i></li> </ul>	<p><b>Year 1 sounds:</b> ed suffix</p> <p>CEW: Wednesday</p> <p><b>Reading lesson:</b> To talk about our favourite books</p> <ul style="list-style-type: none"> <li>- use vocabulary that is relevant to the book including</li> </ul>	<p><b>How have beach holidays changed?</b></p> <p>Children will explore what beach holidays were like in the past and consider how and why they have changed over time.</p> <p><b>Killer Question</b> Why did people start going to the beach in the past?</p> <p>History 1.2c As <b>Historians</b>, WALT: Ask how things have changed from the past to now. Outcomes: Chn will look at different scenes of the beach (past and present) and generate questions about some of the things that they notice.</p> <p>History 1.3d As <b>Historians</b> WALT: compare aspects of life in different time periods.</p>	

			character's names - talk about my favourite part of the story and explain why	Outcomes: Chn will be able to state some of the differences from past to present and give reasons why they may have changed.  History 1.1B As <b>Historians</b> WALT: sequence events on a timeline. Outcomes: Chn will order pictures based on their understanding of how things have changed over time.  Link to Challenge Outcome: Children will be able to explain how and why beach holidays/ visits have changed over time.	
Homework	Number bond or timetables practise: count in even numbers	Spellings: locked, added, rubbed, rested, chilled, jumped, hopped, cleaned, Wednesday	Reading book/ Reading Plus	Flipped homework: Using images of beach holidays of the past, compare these images to your experience at the beach.	2SP Class assembly Summer Fair (Tues)
04.07.22	<b>Area of learning:</b> Money  <b>Knowledge and skills:</b> - recognising coins - recognising notes - counting coins  <b>Mental maths focus:</b> count forward and back in 10s	<b>Purpose:</b> To Inform <b>Text type:</b> Postcard <b>Text used:</b> n/a – seaside in the past  <b>Knowledge and Skills:</b> - <i>First person</i> - Planning - Shared write	<b>Year 1 sounds:</b> suffixes er and est  CEW: Thursday  <b>Reading lesson:</b> Phonics assessment	<b>How can I make a seaside item?</b>  <b>DT</b> As <b>Technicians</b> , WALT: Look at and evaluate beach themed photo frames Outcomes: Chn will look at a range of beach themed photo frames and complete PMI.  <b>DT 1.1a</b> As <b>Technicians</b> , WALT: Use my own ideas and experiences to generate a design idea Outcomes: Chn will generate a design idea for their own beach themed frame.  <b>DT 1.1d / 1.3a</b> As <b>Technicians</b> , WALT: Create a simple plan of how to make my product Outcomes: Chn will plan how to make their product including a list of resources needed.  Link to Challenge Outcomes: Children will share their art work in their frame at their challenge outcome.	<a href="#">Eid ul-Adha</a> (begins 10 July)
Homework	Number bond or timetables practise: 2,5,10 times table test (in order)	Spellings: brighter, brightest, higher, highest, taller, tallest, faster, fastest, Thursday	Reading book/ Reading Plus	Flipped homework: Plan your seaside theme frame. List materials/tools you will need.	2KK Class assembly Sports days



11.07.22	<p><b>Area of learning:</b> Time</p> <p><b>Knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- before and after</li> <li>- dates</li> <li>- time to the hour (o'clock)</li> </ul> <p><b>Mental maths focus:</b> reorder numbers in a calculation</p>	<p><b>Knowledge and Skills:</b> <b>Purpose:</b> To Inform <b>Text type:</b> Postcard <b>Text used:</b> n/a – seaside in the past</p> <p><b>Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>- Write</li> <li>- Edit</li> <li>- Publish</li> </ul>	<p><b>Year 1 sounds:</b> suffixes s and es</p> <p>CEW: Friday</p> <p><b>Reading lesson:</b> PUMA</p>	<p><b>How can I make a seaside item?</b></p> <p>DT 1.3c As <b>Technicians</b>, WALT: Cut out a range of materials Outcomes: Chn will use resources from their plan to cut out and create their own beach themed frame.</p> <p>Photos taken of children creating frame.</p> <p>Evaluation to assess the effectiveness of their frame.</p> <p>Children will prepare their sensory walk and rehearse the information that they will share with parents.</p> <p>Link to Challenge Outcomes: Children will share their art work in their frame at their challenge outcome.</p>	<p><a href="#">Emmeline Pankhurst's birthday</a> (14 July)</p>
Homework	<p>Number bond or timetables practise: 2,5,10 times table test (muddled)</p>	<p>Spellings: girls, plants, pages, places, classes, flashes, dresses, wishes, Friday</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Think about the possible obstacles you will need to overcome when creating your frame. How will you overcome these?</p>	<p>Leavers Production</p>
18.07.22	<p><b>Assessment week</b></p>	<p><b>Assessment week</b></p>	<p><b>Year 1 sounds:</b> contractions</p> <p>CEW: Saturday, Sunday</p>	<p><b>Challenge outcome</b> – children will invite in family to participate in a sensory beach walk whilst learning about the beach and how it is different from our community.</p> <p>Children will complete TASC wheel to evaluate the effectiveness of their outcome and consider how they could improve it further.</p>	<p><a href="#">Mandela Day</a> (18 July)</p>
Homework	<p>Number bond or timetables practise: 2,5,10 times table test (timed)</p>	<p>Spellings: he'll, she'll, I'll, he's, she's, it's, can't, won't, don't, Saturday, Sunday</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Create an invitation to share with your adult.</p>	<p>Leavers celebration</p>
					<p><a href="#">Birmingham Commonwealth Games</a> (28 July – 8 August)</p>