

**Banjo Class Summer 2 2026**  
**Carnival Time**

**Literacy**

*Focus: Write to Inform*  
(Letters and Postcards)

**We will:**

- Create immersive sensory experiences for different carnivals around the world.
- Learn that we communicate for a purpose and share information with an audience
- Choose photos to represent different carnivals
- ‘Write’ in the first person to describe experience.
- Use sentence starters like “I can see...”, “The carnival is ...” and “I like...”
- Role play posting letters and postcards

**Numeracy**

*Focus: Number*

**We will:**

- Read and write numerals, count forwards (from any starting number) and backwards, make up sets of objects and read number words to 5, 10, 20 or 50.
- Some pupils will count in multiples of 2, 5 and 10.
- Add and subtract within 10 or 20 using concrete resources or by counting forwards and backwards along a number line.

*Focus: Measure: Money*

**We will:**

- Demonstrate an understanding of the concept of a money transaction, e.g. exchanging money for an item.
- Differentiate between coins and notes when looking at money.
- Demonstrate an understanding that notes are worth more than coins.
- Match all coins and notes.

We will also be carrying out end of year assessments, using this as an opportunity to reteach any concepts/address any misconceptions.

**RSHE**

*Focus: The World I Live In*

**In RSHE we will:**

*Respecting differences between people*

- Respond to stimuli with awareness and curiosity about the physical differences between people.
- Identify simple differences and similarities between people.
- Describe things that all people have in common.
- Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc.

*Belonging to a community*

- Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith).
- Identify some different groups that we may belong to (e.g. family, school, clubs, faith).
- Describe things we do in the groups we belong to.

**In Cooking we will:**

- Make dishes to celebrate the carnivals we are learning about including:
  - Brigadeiro – Brazilian chocolate truffles
  - Bruschetta – Italian bread
  - Hot Dogs – Andover

		<p><b>In Shopping we will:</b></p> <ul style="list-style-type: none"> <li>• Find items on a shopping list</li> <li>• Demonstrate appropriate behaviour in a shop: queue, push trolley, pack shopping</li> <li>• Knows to pay for shopping, hand money over and wait for change. Begin to use a self-scanner</li> <li>• Make comparisons: bigger/smaller, cheaper/more expensive, healthy/less healthy</li> </ul>
<p style="text-align: center;"><b>Art:</b> <i>Focus: Collage</i></p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>• Engage in sensory exploration of different materials of varying colours, textures and patterns.</li> <li>• Listen to music from different carnivals to help us understand that carnival is a celebration which create joys and excitement.</li> <li>• Create collages using various textured/coloured materials and items.</li> <li>• Use faces and facial features, from photographs and magazines, to create collages to represent diversity, community and identity.</li> </ul> <p style="text-align: center;"><b>Music</b> Focus: TBC</p> <p>Planned and delivered by Hampshire Music Services</p>	<p style="text-align: center;"><b>The World</b> <i>Focus: Geography</i></p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>• Find out about different carnivals and festivals from around the world through sensory exploration, research and experience, including: <ul style="list-style-type: none"> <li>-Rio</li> <li>-Mardi Gras</li> <li>-Venice</li> <li>-Notting Hill</li> <li>-Andover</li> <li>-Pride</li> </ul> </li> <li>• Use maps to locate the countries of the different festivals and find out about the countries clothing, food and traditions.</li> </ul> <p style="text-align: center;"><b>ICT</b> <i>Focus: Digital Skills</i></p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>• Use Seesaw to enhance learning across in Literacy, Numeracy, Art, The World and RSHE.</li> <li>• Develop independence, communication skills and confidence when using technology.</li> </ul>	<p style="text-align: center;"><b>Physical Education &amp; Movement</b> <i>PE Focus: Creative Movement (gymnastics)</i></p> <p><b>In Movement we will:</b></p> <ul style="list-style-type: none"> <li>• Tuesday – Seated Volleyball (Laura)</li> <li>• Wednesday – Playground Games (Steph)</li> <li>• Thursday – Cheerleading (Ashley)</li> <li>• Friday – Class based</li> </ul> <p><b>In PE we will:</b></p> <ul style="list-style-type: none"> <li>• Explore moving safely in different spaces.</li> <li>• Practise travelling in a variety of ways including walking, marching, balancing, jumping, and rolling.</li> <li>• Develop coordination and control through movement games and obstacle activities.</li> <li>• Learn to create body shapes and balances using different parts of the body.</li> <li>• Use equipment safely, including mats, benches and soft equipment.</li> <li>• Create movement sequences</li> <li>• Respond creatively to music using expressive movement.</li> </ul>

		<ul style="list-style-type: none"><li>• Develop turn-taking, listening, and teamwork skills during group/paired activities.</li></ul>
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