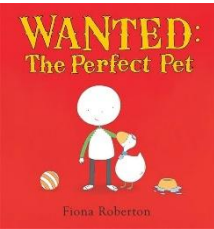
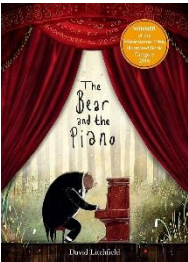


English	Our Key Texts	Maths
<p>Using the text ‘WANTED: The Perfect Pet’, the children will:</p> <ul style="list-style-type: none"> Give advice and describe a perfect pet (letter) Write a narrative from the duck’s perspective (retell) Write to inform how to look after an upset duck (instructions) <p>Using the text ‘The Bear and the Piano’, the children will:</p> <ul style="list-style-type: none"> Compare and contrast different stories by their themes Write to persuade the bear (stay in the forest or go to the city) Write diaries of different perspective from the story <p>Using the short film ‘The Blue Umbrella’, the children will:</p> <ul style="list-style-type: none"> Write a short narrative explaining what happened to the umbrella Write to entertain (from the umbrella’s perspective) 	<p>Our Key Texts</p> <p>WANTED: The Perfect Pet – Fiona Robertson The Bear and the Piano – David Litchfield</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<ul style="list-style-type: none"> Tell the time to the nearest 5 minutes Understand units of time Recognise and use symbols £ and p Find different combinations of the same amount Measure in cm/m Weigh in g/kg Find capacity in ml/l Compare and order units of measure Identify and describe the properties of 3D shapes Compare similarities and differences of 2D and 3D shapes Recognise that right angles = ¼ turn
Religious Education	Science	Personal, Social, Health, Economic Education
<p>Summer 1</p> <p>The children will know:</p> <ul style="list-style-type: none"> That ‘Gospel’ means ‘good news’ That Jesus had disciples and followers who followed his teachings That Christians try to bring Jesus’ ‘good news’ to others in the community <p>The children will be able to:</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave <p>Summer 2</p> <p>The children will know:</p> <ul style="list-style-type: none"> That people have special or sacred places That there are special places where people go to worship That places of worship have special signs, symbols and artefacts 	<p>Living Things and Habitats</p> <p>The children will know:</p> <ul style="list-style-type: none"> The difference between: living, dead and never being alive Different types of habitats Describe the features of different habitats How animals adapt to suit their environment What animal eats what animal <p>The children will be able to:</p> <ul style="list-style-type: none"> Explore/compare the differences between living, dead and things that have never been alive Identify that most living things live in habitats to which they are suited Identify and name a variety of plants and animals in their habitats – including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of simple food chains 	<p>The children will know:</p> <ul style="list-style-type: none"> What appropriate touch is How to help the environment How to make friends How to help others to feel part of a group How to show respect in how they treat others How to help themselves and others when they feel upset or hurt What makes a good friendship How to express how they feel when change happens The changes they see in themselves The changes they see in other people Who to ask for help if they are worried about change That some change is out of their control <p>The children will be able to:</p> <ul style="list-style-type: none"> Keep themselves safe and understand appropriate touch Know about the environment and explain what we can do to help it Try to solve friendship problems when they occur Identify some things that cause conflict with friends Understand that sometimes it is good to keep a secret and sometimes it is not

<p>The children will be able to:</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship 	<p style="text-align: center;">Physical Education</p> <p>Run, Jump, Throw</p> <ul style="list-style-type: none"> • Move quickly whilst being aware of others around • Create power with our legs to turn at speed • Move through an obstacle course with speed and control • Choose the best throw for different situations • Use quick feet whilst sprinting • Perform static and dynamic balances • Work individually to run over a long distance • Improve strength to increase jumping distance • Create power when throwing for distance • Use breathing techniques to be able to run more easily • Cooperate with a partner to complete a task involving a moving target • Listen to others and work as a team <p>Dance</p> <ul style="list-style-type: none"> • Develop dances that show emotions • Dance with rhythm, following a clockwork pattern • Create a short movement phrase • Create a 'motif' by watching, copying and repeating • Perform motifs in different formations • Use different movement pathways in dances <p>Football</p> <ul style="list-style-type: none"> • Use the inside of the foot to pass the ball • Trap the ball that is moving along the ground with control • Pass the ball accurately into space over short distances • Identify and move into space to receive the ball • Use the outside of the foot to control the ball and dribble • Cushion the ball when receiving it 	<ul style="list-style-type: none"> • Recognise and appreciate people who can help • Express appreciation for the people in special relationships • Understand that everyone is unique and special • Explain the natural process of growing from young to old • Recognise how our bodies change from being babies • Recognise physical differences between boys and girls • Understand there are different types of touch that they like and dislike • Identify what they are looking forward to when they move class
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Computing	History	Geography
<p>Unit 2.6 – Creating Pictures</p> <ul style="list-style-type: none"> Learn the functions of the 2Paint a Picture tool Learn about and recreate the Impressionist style of art Recreate Pointillist art and look at the work of pointillist artists such as Seurat Learn about the work of Piet Mondrian and recreate the style using the lines template Learn about the work of William Morris and recreate the style using the patterns template Explore surrealism and eCollage <p>Unit 2.7 – Making Music</p> <ul style="list-style-type: none"> Make music digitally using 2Sequence Explore, edit and combine sounds using 2Sequence Edit and refine composed music Think about how music can be used to express feelings and create tunes which depict feelings Upload a sound from a bank of sounds into the Sounds section Record and upload environmental sounds into Purple Mash Use these sounds to create tunes in 2Sequence <p>Unit 2.8 – Presenting Ideas</p> <ul style="list-style-type: none"> Explore how a story can be presented in different ways Make a quiz about a story or class topic Make a fact file on a non-fiction topic Make a presentation to the class 	<p>The children will know:</p> <ul style="list-style-type: none"> Who Charles Darwin was Key events in the life of Darwin What Darwin discovered <p>The children will be able to:</p> <ul style="list-style-type: none"> Explain who Charles Darwin was and why he was so significant Recognise that Darwin was a Victorian scientist Understand that Darwin made an important scientific discovery 	<p>The children will know:</p> <ul style="list-style-type: none"> The name and location of continents and oceans in the world Where the equator is and its impact on climate Where the North and South poles are Where the Galapagos Islands are The features of the Galapagos Islands and their impact on way of life <p>The children will be able to:</p> <ul style="list-style-type: none"> Locate continents, oceans, equators, poles, and Galapagos Islands on maps and globes Describe why there are hot and cold areas in the world
Music	Design and Technology	Art and Design
<p>The children will know:</p> <ul style="list-style-type: none"> How to play the ocarina with control and accuracy The notes within the D major scale How to perform as part of a round Create a simple pattern using the ocarina, vocals, body percussion and percussion instruments How to use ‘tonguing’ to keep notes clear and separate What a musical stave is and how to read some musical notation The value of a crotchet, quaver, minim and semi-breave How to recognise the value of dotted musical notation How to play as part of a duet and a group What the repeat sign looks like and how to use it The importance of having controlled breathing The importance of listening to the players around them 	<p>The children will know:</p> <ul style="list-style-type: none"> That ‘diet’ means the food and drink that a person or animal usually eats What makes a balanced diet The five main food groups: carbohydrates, fruits and vegetables, protein, dairy and foods in high fat and sugar They should eat a range of different foods from each food group, and roughly how much of each food group That ‘ingredients’ means the items in a mixture or recipe. <p>The children will be able to:</p> <ul style="list-style-type: none"> Chop and grate foods safely Snip smaller foods instead of cutting Construct a wap that meets a design brief 	<p>The children will know:</p> <ul style="list-style-type: none"> How to explore their own ideas using a range of media How to make a simple plan of their ideas Some artists concentrate on how they are making something rather than what they make Artists living in different places at different times can be inspired by similar ideas and stories How to use sketchbooks to explore ideas How to describe and compare features of their own and others’ artwork <p>The children will be able to:</p> <ul style="list-style-type: none"> Make a model using rolling, cutting, moulding and carving using clay Smooth and flatten clay Roll clay into a cylinder or ball

The children will be able to:

- Play the ocarina with control and accuracy
- Recognise the notes within the D major scale
- Know the value of a crotchet, quaver, minim and semi-breave
- Recognise the value of dotted musical notation
- Explore the importance of 'tonguing' to keep notes clear and separate
- Recognise some formal musical notation displayed on a musical stave
- Play as part of a group with accuracy and confidence
- Know what the repeat sign is
- Develop strong lungs and breath control
- Develop listening skills
- Develop aural skills
- Develop eye and hand co-ordination
- Develop fine motor skills
- Self-discipline and patience
- Experience working as a group

- Recognise strengths and areas for improvement in their product
- Use like/dislike language with reasons
- Predict how changes might improve the finished product
- Seek out and respond to feedback from others

- Use hands in different ways as a tool to manipulate clay
- Use clay tools to make different surfaces marks in clay
- Use printing skills to create patterns and texture