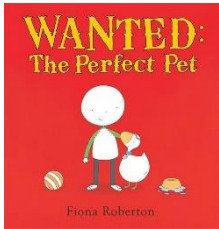
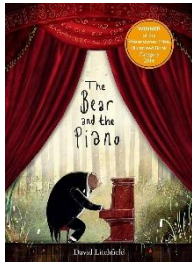


English	Our Key Texts	Maths
<p><b>Using the text 'WANTED: The Perfect Pet', the children will:</b></p> <ul style="list-style-type: none"> <li>Give advice and describe a perfect pet (letter)</li> <li>Write a narrative from the duck's perspective (retell)</li> <li>Write to inform how to look after an upset wolf (instructions)</li> </ul> <p><b>Using the text 'The Bear and the Piano', the children will:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast different stories by their themes</li> <li>Write to persuade the bear (stay in the forest or go to the city)</li> <li>Write diaries of different perspective from the story</li> <li>Write to inform (a biography of the bear's life)</li> </ul> <p><i>The children will also write rules and a recount based on our school trip.</i></p>	<p><b>WANTED: The Perfect Pet – Fiona Robertson</b> <b>The Bear and the Piano – David Litchfield</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<ul style="list-style-type: none"> <li>Tell the time to the nearest 5 minutes</li> <li>Understand units of time</li> <li>Recognise and use symbols £ and p</li> <li>Find different combinations of the same amount</li> <li>Measure in cm/m</li> <li>Weigh in g/kg</li> <li>Find capacity in ml/l</li> <li>Compare and order units of measure</li> <li>Identify and describe the properties of 3D shapes</li> <li>Compare similarities and differences of 2D and 3D shapes</li> <li>Recognise that right angles = ¼ turn</li> </ul>
Religious Education	Science	Personal, Social, Health, Economic Education
<p><b>Summer 1</b> <b>The children will know:</b></p> <ul style="list-style-type: none"> <li>The Jesus had 12 disciples</li> <li>That the disciples helped Jesus to send out his message and continued to work when he was no longer around</li> <li>That forgiveness is important to everyone</li> <li>That Christians try to help people in need</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain what a disciple is and how they helped Jesus</li> <li>Recognise that Jesus gives instructions to people about how to behave</li> <li>Give examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news</li> <li>Explain ways that Christians try to help people in need</li> </ul> <p><b>Summer 2</b> <b>The children will know:</b></p> <ul style="list-style-type: none"> <li>That people have special or sacred places</li> <li>That there are special places where people go to worship</li> <li>That places of worship have similarities and differences</li> <li>That places of worship have important religious symbols</li> </ul>	<p><b>Living Things and Habitats</b> The children will know:</p> <ul style="list-style-type: none"> <li>The difference between: living, dead and never being alive</li> <li>Different types of habitats</li> <li>Describe the features of different habitats</li> <li>How animals adapt to suit their environment</li> <li>What animal eats what animal</li> </ul> <p>The children will be able to:</p> <ul style="list-style-type: none"> <li>Explore/compare the differences between living, dead and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited</li> <li>Identify and name a variety of plants and animals in their habitats – including microhabitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of simple food chains</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>What appropriate touch is</li> <li>How to help the environment</li> <li>How to make friends</li> <li>How to help others to feel part of a group</li> <li>How to show respect in how they treat others</li> <li>How to help themselves and others when they feel upset or hurt</li> <li>What makes a good friendship</li> <li>How to express how they feel when change happens</li> <li>The changes they see in themselves</li> <li>The changes they see in other people</li> <li>Who to ask for help if they are worried about change</li> <li>They some change is out of their control</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>Keep themselves safe and understand appropriate touch</li> <li>Know about the environment and explain what we can do to help it</li> <li>Try to solve friendship problems when they occur</li> <li>Identify some things that cause conflict with friends</li> <li>Understand that sometimes it is good to keep a secret and sometimes it is not</li> <li>Recognise and appreciate people who can help</li> </ul>

<p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name a place that is special to them and explain why</li> <li>• Name places for worship for Christians, Jews and Muslims</li> <li>• Explain why places of worship are important to religious groups</li> <li>• Give examples of stories, objects, symbols, and actions used in churches, mosques and/or synagogues that show what people believe</li> <li>• Give simple examples of how people worship at a church, mosque or synagogue</li> <li>• Name symbols which might be found in different places of worship</li> </ul>	<p style="text-align: center;"><b>Physical Education</b></p> <p><b>Send and Return:</b></p> <ul style="list-style-type: none"> <li>• Stay on our toes to move quickly to the ball</li> <li>• Identify which hand is dominant in a game</li> <li>• Basic rules of serving to a partner</li> <li>• Develop agility and use it in a game</li> <li>• Use the correct grip to hit a self-fed ball</li> <li>• Use the ready position in a rally</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>• Keep control of the ball using the flat side of the stick</li> <li>• Control a ball and pass it into space</li> <li>• Use a defensive body position</li> <li>• Consistently stop a moving ball ready to pass or shoot</li> <li>• Improve agility and apply it in a game situation</li> <li>• Avoid feet contacting the ball</li> </ul> <p><b>Run, Jump, Throw</b></p> <ul style="list-style-type: none"> <li>• Move quickly whilst being aware of others around</li> <li>• Create power with our legs to turn at speed</li> <li>• Move through an obstacle course with speed and control</li> <li>• Choose the best throw for different situations</li> <li>• Use quick feet whilst sprinting</li> <li>• Perform static and dynamic balances</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• Use the inside of the foot to pass the ball</li> <li>• Trap the ball that is moving along the ground with control</li> <li>• Pass the ball accurately into space over short distances</li> <li>• Identify and move into space to receive the ball</li> <li>• Use the outside of the foot to control the ball and dribble</li> <li>• Cushion the ball when receiving it</li> </ul>	<ul style="list-style-type: none"> <li>• Express appreciation for the people in special relationships</li> <li>• Understand that everyone is unique and special</li> <li>• Explain the natural process of growing from young to old</li> <li>• Recognise how our bodies change from being babies</li> <li>• Recognise physical differences between boys and girls</li> <li>• Understand there are different types of touch that they like and dislike</li> <li>• Identify what they are looking forward to when they move class</li> </ul>
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Computing	History	Geography
<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>How to refine searches using the Search tool</li> <li>How to share work electronically</li> <li>Have some knowledge and understanding about sharing more globally on the internet</li> <li>Email is a communication tool and how we talk to others when they are not in front of us</li> <li>Understand that information put online leaves a digital footprint or trail</li> <li>How to use yes/no questions to separate information</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>Open and send simple online communications in the form of email</li> <li>Begin to think critically about the information they leave online</li> <li>Identify steps to keep personal data secure</li> <li>Explain what rows and columns are in a spreadsheet</li> <li>Open, save and edit a spreadsheet</li> <li>Use copying, cutting and pasting to help make spreadsheets</li> <li>Use a database to answer complex search questions</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>What the Titanic was and how it sank</li> <li>Where the Titanic was going</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>Sequence the events which led to the sinking of Titanic</li> <li>Explain how we know what happened through historical sources</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>The difference between physical and human features</li> <li>Aerial views show specific landmarks from above, with a focus on Redditch landmarks</li> <li>Recognise the symbols on a basic map</li> <li>The four compass points</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify physical and human features in a local environment (Redditch) and an area of a contrasting non-European country (Galapagos Islands)</li> <li>Compare and contrast physical and human features of location above</li> <li>Identify specific landmarks from an aerial perspective</li> </ul>
Music	Design and Technology	Art and Design
<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>How to play the ocarina with control and accuracy</li> <li>The notes within the D major scale</li> <li>How to perform as part of a round</li> <li>Create a simple pattern using the ocarina, vocals, body percussion and percussion instruments</li> <li>How to use 'tonguing' to keep notes clear and separate</li> <li>What a musical stave is and how to read some musical notation</li> <li>The value of a crotchet, quaver, minim and semi-breave</li> <li>How to recognise the value of dotted musical notation</li> <li>How to play as part of a duet and a group</li> <li>What the repeat sign looks like and how to use it</li> <li>The importance of having controlled breathing</li> <li>The importance of listening to the players around them</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>Play the ocarina with control and accuracy</li> <li>Recognise the notes within the D major scale</li> <li>Know the value of a crotchet, quaver, minim and semi-breave</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>How to cut ingredients safely and hygienically</li> <li>How to assemble or cook ingredients</li> <li>How to design products that have a clear purpose and an intended use</li> <li>How to make a product, refining the design as work progresses</li> <li>How to identify likes and dislikes of designs</li> <li>How to suggest improvements to existing designs</li> <li>How to explore how products have been created</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>Research products based on the design criteria</li> <li>Acquire/develop new skills which will be used to create and develop the final product</li> <li>Design a product based on the criteria and explain the skills they put into practice</li> <li>Understand where food comes from</li> <li>Safely use a range of tools and equipment to perform practical tasks – cutting, mixing, cooking</li> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>How to mimic print from the environment e.g. rub, roll, press, stamp</li> <li>Sketching skills – know how tones can be created through different thickness of pencil lines, using coloured pencils</li> <li>Sketching a range of natural materials including animal prints, leaves, twigs</li> <li>Patterns can be created through materials and prints e.g. weaving, sewing, threading</li> <li>Overlaying materials can create a desired collage and understand how to represent this</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>Sketch prints and natural materials and use coloured crayons to show different tones</li> <li>Mono-printing using their own designs</li> <li>Recreate patterns e.g. paper weaving, threading, sewing, threading</li> <li>Collage and overlay by colour focus</li> <li>Identify and create patterns through materials and prints e.g. weaving, sewing, threading</li> </ul>

<ul style="list-style-type: none"> <li>• Recognise the value of dotted musical notation</li> <li>• Explore the importance of 'tonguing' to keep notes clear and separate</li> <li>• Recognise some formal musical notation displayed on a musical stave</li> <li>• Play as part of a group with accuracy and confidence</li> <li>• Know what the repeat sign is</li> <li>• Develop strong lungs and breath control</li> <li>• Develop listening skills</li> <li>• Develop aural skills</li> <li>• Develop eye and hand co-ordination</li> <li>• Develop fine motor skills</li> <li>• Self-discipline and patience</li> <li>• Experience working as a group</li> </ul>		<ul style="list-style-type: none"> <li>• Talk about the techniques they have used</li> <li>• Talk about an artist, compare and evaluate the artist's work</li> </ul>
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