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| **Class specific additional opportunities – SMSC, Character Development****(Further details of events to be confirmed)** | Class Assembly – 25th JuneClass trip to Brighton Aquarium – 18th JuneAshdown Forest visit – 5th July |

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|  | **Subject Title(s)**  | **Summer Term 1** | **Summer Term 2** |
| **Topic/Unit** | **Main objectives/outline** | **Topic/Unit** | **Main objectives/outline** |
| **S.T.E.M** | **Maths** | **Multiplication and division** | * Counting in 2’s, 5s and 10’s
* Grouping and sharing
* Making arrays and doubles
 | **Place value within 100** | * Count from 50-100
* Partition into 10’s and 1’s
* Count in 10’s to 100
* Comparing any two numbers
 |
| **Fractions** | * Recognising half of and shape and quantity
* Recognising a quarter of a shape and quantity.
 | **Money** | * Recognising coins and notes
 |
| **Position and direction** | * Understanding left and right
* Describing a turn
 | **Time** | * Before and After
* Days of the Week and Months of the year.
 |
| **Science** | **Plants****Seasons** | * Explore how plants grow and what they need in order to grow
* Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
* Identify and describe the basic structure of a variety of common flowering plants, including trees
* Name the four seasons and identify features of each season.
* Understand changes and patterns that happen throughout the year.
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| **Computing** |  **Animation** | * To use commands to move a sprite.
* To join blocks (commands) to make a programme.
* To know some blocks (commands) have values and to change values of the blocks.
 |
| **Design Technology** | **Pirate Ships Food for Fuel: Sensational Salads** | * Research and test materials in order to design and make a boat
* Test and evaluate the boats performance
* Why do we need a balanced diet?
* What do our bodies need as fuel?
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| **English and the Arts** | **English** | **Pirates Key texts:** **The Singing Mermaid** **Lubna and Pebble** | * Reading – to find the meaning of new words, discuss the structure of a story, predict what could happen next
* Create settings, characters and a plot for a story
* To re-imagine and plan an alternative ending for a story
* To understand contractions
* To use verbs correctly in sentences
 | .  **Seaside Key texts:****Lucy and Tom at the Seaside****Summery Saturday Morning** | * To evaluate and edit writing
* To draft and write a holiday brochure – persuasive writing
* Discuss the structure of non-fiction texts
* To use adjectives to write descriptive sentences for a postcard from the seaside
* To write a recount of our seaside visit
 |
| **Music** |  **Pirates** | * Explore rhythm in singing
* To learn active listening
* To explore beat and structure in own compositions
 |
|  **The Sea** |
| **Art** | **Pirates** | * To use drawing and painting to develop and share their ideas, experiences and imagination
* To explore colour mixing in paint
 | **The Seaside** | * Explore selecting and comparing mixed media to make a collage
* To use a range of pencil types and pressures to sketch
* Explore textures through printing
 |
| **French** | **Playground games****Traditional Tales Ice creams**  | * Learning how to play children’s games in French - Hopscotch, Little fishes, Grandma's footsteps etc.
* Understanding traditional tales in French – Jack and the Beanstalk
* Different flavours of ice cream and how to order one
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| **Historical, Spiritual and Global Understanding** | **History** |  **Pirates** | * Research books for eye-witness accounts, photos and the internet to understand what was a pirate
* Use drama and role play to communicate knowledge of a pirate’s life
* Draw and label a map with a Key
 | **The Seaside** | * Find Physical and Human features
* Look at books and pictures (and eye-witness accounts, photos, artefacts, internet) to compare the past and present in holidays
 |
| **Geography** |
| **Religious Education** | **Judaism** | * What it means to treat something with respect.
* What is the Torah and why is it important to Jews?
* Why do Jewish families celebrate Shabbat?
 | * What do we mean by a leader?
* Who inspires you?
* How can we be good leaders in our lives?
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| **What makes a good leader** |
| **Health and Wellbeing** | **Physical Education** | **Athletics** | * Can run at different speeds.
* Can jump from a standing position Can perform a variety of throws
 | **Invasion Games** | * Beginning to develop hand-eye coordination
* Can travel in a variety of ways
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| **P.S.H.E** | **Health and Well-Being** | * To name some things and routines I need to stay healthy
* To tell you who I can go to for help to keep healthy – dentist, doctor
* To identify my feelings and how to manage them
* To prepare for changes and discuss worries – moving to a new class
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