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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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. | | | | |
| **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? | | | | |
| **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 | | | | |
| **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? | | |
| **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 |
| **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 | | | | |