|  |  |
| --- | --- |
| **Class specific additional opportunities – SMSC, Character Development****(Further details of events to be confirmed)** | Class assembly – 24th AprilAshdown Forest26th April 202414th June 2024MTC – Between 3rd and 14Th JuneSports Day Wed 26th JuneMeet new teacher Wed 17th July |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Subject Title(s)**  | **Summer Term 1** | **Summer Term 2** |
| **Topic/Unit** | **Main objectives/outline** | **Topic/Unit** | **Topic/Unit** |
| **S.T.E.M** | **Maths** | **Decimals** | * Tenths and hundredths
* Partition, compare and order decimals
* Round decimals
* Halves and quarters as decimals
 | **Shape** | * Identify, compare and order angles
* Triangles
* Quadrilaterals
* Polygons
* Lines of symmetry
 |
| **Money** | * Write money using decimals
* Convert between pounds and pence
* Compare money
* Calculate with money
* Solve problems involving money
 | **Statistics** | * Interpret charts
* Comparison, sum and difference
* Interpret and draw line graphs
 |
|  | **Time** | * Periods of time
* Convert between analogue and digital
* Convert to and from the 24 hour clock
 | **Position and direction** | * Co-ordinates
* Draw 2d shapes on a grid
* Translations
 |
| **Science** | **Rocks, Fossils and Soils** | * Identify, group and test rocks.
* Local rock survey
* Explore fossils and formation
* Explore and carry out experiments with soil
 | **The digestive system** | * Teeth and their layers
* Digestive system – parts and how it works
 |
| **Computing** | **Programming – Repetition in games** | * Using and creating loops
* Animating a name
* Modifying a game
* Designing a game
* Creating a game
 | **Computer Systems and Networks** | * Connecting systems
* Who owns the web?
* What is the internet made of?
* Sharing information
* What is a website?
* Can I trust what I read?
 |
| **English and the Arts** | **English** | **Key Texts:****How to wash a woolly mammoth****Varjak Paw****The day I was erased** | * Use of parargraphs
* Apostrophes for possession
* Dialogue
* Diary entries
* Playscripts
* Older Literature
* Letter writing
* Short stories
* Sentence structure
* Use of commas for adverbial phrases.
* Editing and proof reading
 |
| **Music** | **Global Pentatonics** | * Compose a pentatonic melody.
* Improvise and create pentatonic patterns.
* Use notation to represent musical ideas.

 Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.  | **Favourite song (classroom percussion)** | * Sing with expression and a sense of the style of the music.
* Understand triads and play C, F, G major, and A minor.
* Play an instrumental part as part of a whole-class performance.
* Sing a part in a partner song, rhythmically and from memory.
* Identify similarities and differences between pieces of music in a folk/folk-rock style.
 |
| **The Horse in Motion** | * Create ostinatos.
* Layer up different rhythms.
* Create and follow a score.
* Watch a film and analyse it in a musical context.
 |
| **Art** | **Drawing and printing** | * Stone Age cave paintings.
* Making paint from natural objects.
* Sketching prehistoric animals.
 | **DT** | * Stone Age stewed fruits.
* Stone Age bread.
* Stone Age tools.
 |
| **French** | **Parts of the body** | * Parts of the Body/Doctor
* Dr Song, Chez le docteur,
* Jean petit qui dance.
 | **French Cafe** | * French café words, ordering
 |
| **Historical, Spiritual and Global Understanding** | **History** | **Stone Age to Iron Age** | * Stone Age.
* Bronze Age.
* Iron Age.
* Artefacts and excavation.
* Timelines.
* Everyday life (food, homes, jobs, animals, tools etc…)
* Comparisons and legacy.
* Significant places (Skara Brae, Stone Henge)
* Hunter gathering and defence.
 |
| **Geography** |
| **Religious Education** | **Are Words more important than actions?** | * Which words are important to us?
* Which words are important to religious & non-religious people?
* What is a ‘creed’?
* What links are there between beliefs (creeds) and actions for religious and non-religious communities?
* Which words are important to me – and how do they impact on my actions?
* What difference do words and actions make to me?’
 | **How do non-religious people celebrate new life?** | * What are the key milestones that we celebrate in our lives? Where does welcoming a baby fit in to the life journey of a religious or a non-religious person?
* How do non-religious people celebrate new life?
* How do you think new life should be welcomed into the world?
* How does belonging or being welcomed into a group help us develop an identity?
* Why do you think it is important to celebrate new life?
 |
| **Health and Wellbeing** | **Physical Education** | **Cricket** | * To throw and catch with accuracy and control.
* To be able to catch using correct technique
* To be able to throw under arm and over arm.
* To throw and catch the ball with accuracy.
* To know the techniques and tactics of fielding.
* To apply the skills and tactics needed for cricket
 | **Athletics** | * To throw an object using both a pushing and pulling technique
* To combine different types of jumping
* To run for distance
* To run in races of varied distances
* To take part in athletic events
* To perform competitively with others
 |
| **P.S.H.E** | **Health and well-being** | * To know ways of maintaining a balanced lifestyle.
* To consider oral hygiene and dental care.
* To understand physical and emotional changes in puberty.
* To know terms for external genitalia.
* To know personal hygiene routines.
* To understand the process of puberty.
* To understand medicines and household products and the difference to drugs common to everyday life.
 |