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

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|  | **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. | | |