



Key Focus: What is the weather like in the UK?

Key Concepts to Explore:

Concepts: Conflict, Change, Fairness, Power, Identity, Care

English

The aims in the curriculum are that all children will develop positive attitudes and stamina for writing by:

- writing for different purposes, for example, instructional texts - 'How to catch a dragon'.
- writing fictional narratives with a nature theme based on the familiar traditional tale 'Jack and the Beanstalk'
- **Children will also be taught to:**
 - Listen to and understand instructions with more than one point
 - Use an increasing range of vocabulary
 - Speak in a way that is clear and easy to understand
 - Demonstrate good phonic knowledge by clearly pronouncing the sounds within words
 - Recount experiences with interesting detail
 - Take turns to talk and listen carefully to others
 - Vary language between formal and informal situations
 - Form lower & upper case letters correctly, at a consistent size and begin to join some letters.
 - Spell words containing learned phonemes and common high frequency words.
 - Use capital letters in the correct places
 - Use punctuation correctly including . ! ? , and '
 - Use nouns and pronouns for variety
 - Use adjectives, and adverbs for extra detail
 - Use the correct tenses
 - Write about more than one idea and group related information
 - Join sentences with connectives
 - Vary the way sentences start
 - Plan and talk about ideas before writing, considering the purpose
 - Understand grammatical terminology including: noun, verb, adjective, tense, singular, plural.

Maths

Mathematics will take place daily through whole class teaching and reinforced through activities and group sessions. Following the 'White Rose Maths' Scheme, we will be visiting the following units-

	<p><u>Religious Education (RE)</u></p>	<p><u>Summer 1: Why is the Cross Important to Christians?</u></p> <p>Disciplinary focus: Theology Religion/Worldview: Christianity</p> <p>Children will:</p> <ul style="list-style-type: none"> • learn that the cross reminds Christians of the sacrifice that Jesus made when he gave his life and died on the cross to save others • Read and explore the story of the Crucifixion • Understand what a religious symbol is and how they serve as a reminder of an individual's faith • Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview • Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs • Give an example of how Christians use beliefs to guide their daily lives <p><u>Summer 2 – What questions do religious stories make us ask? Do we have any answers?</u></p> <p>Disciplinary focus: Theology Religion/Worldview: Christianity</p> <p>Children will:</p> <ul style="list-style-type: none"> • reflect back on Creation stories in Autumn 1. What questions did they make us ask? Reflect on the learning about stories of the life of Mohammed (Spring). • Reflect back on the Easter Story (summer 1) what questions did this raise? • Recap key vocabulary. Gospels= life of Jesus. Parables = stories with a message <p><u>Possible questions:</u></p> <p><i>Which creation version is true? Is either true? Why not? What could be an answer? Does it matter? To whom does it matter? Should we use these stories to help us care for the earth? Do the stories make us ask why we are here? Who we are? Why God does chose some people to give his message and not others? Why do people of faith believe God give us rules? Why are the rules different? Do these stories help us care for each other? How do parables help us live well?</i></p>
	<p><u>Science</u></p>	<p>Plants:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.

	<p><u>Computing</u></p>	<p>Information Technology – Digital Writing</p> <ul style="list-style-type: none"> ☒ Open a word document ☒ Recognise keys on a keyboard ☒ Identify and find keys on a keyboard ☒ I can enter text into a computer ☒ I can use letter, number, and space keys ☒ I can use backspace to remove text ☒ I can select a word by double-clicking ☒ I can select all of the text by clicking and dragging ☒ I can change the font
	<p><u>Geography</u></p>	<p><u>We are Britain- Our local area and the British Weather</u></p> <p>In learning about our local area, children will:</p> <ul style="list-style-type: none"> ● Use aerial photographs to identify key physical and human features ● use maps to identify countries ● use aerial images to recognise landmarks ● understand similarities and differences of different locations ● identify weather patterns and land use <p>Children will use and apply this knowledge to other curriculum areas throughout the term.</p>
	<p><u>History</u></p>	<p><u>How did Mary Beale and Helen Sharman change what was possible for others?</u></p> <p>Children will learn that:</p> <ul style="list-style-type: none"> ● Mary Beale lived in the 1600s and was one of the first professional women artists in England. ● Helen Sharman became the first British astronaut in 1991. ● Mary Beale painted portraits of important people at a time when women were not expected to have jobs like that. ● Helen Sharman trained as a scientist and travelled to space where she lived and worked for several days. ● Both women did things people didn't expect women to do in their time and showed great determination.

	<p><u>Art, Design and Technology</u></p>	<p>Art: We will begin by creating models of dragon eyes by sculpting clay.</p> <p>DT: Design and create a fruit salad</p>
	<p><u>Life Skills</u></p>	<p><u>Relationships/ All about us</u> Children will:</p> <ul style="list-style-type: none"> • Communicate and respond to feelings • Recognise who is special to them • Learn that people’s feelings and bodies can be hurt • Respect differences and similarities • Understand acceptable contact
	<p><u>Physical Education (PE)</u></p>	<p>Net and Wall Games Send a ball with some degree of accuracy Receive a ball by moving swiftly into the right position Strike a ball, with one hand, whilst it is airborne I can play passive and then active rallies by striking over a net with my hand</p> <p>Invasion Games How to throw underarm to a partner How to dodge when playing a game to receive the ball A simple tactic in a game</p>
	<p><u>Music</u></p>	<p>By following the Charanga Scheme, children will learn to listen, appraise, perform and compose. Children will:</p> <ul style="list-style-type: none"> · take part in singing following a melody · make and control long and short sounds using voice and instruments · imitate changes in pitch · create a sequence of a mixture of sounds
<p><u>Visits/visitors:</u></p> <p>Seasonal Change in our local environment - Walk to the local park to look for signs of seasonal change, identify different trees, leaves and signs of Summer. (COVID depending)</p> <p><u>Event for Parents:</u></p>		