Science (Plants)

-To identify plants in the school grounds
-To identify parts of a flowering plant
-To identify and name wild & garden plants
-To sort flowers into groups
-To identify and name deciduous and evergreen trees
-To measure and compare leaves
-To recognise that new plants come from seeds & bulbs
-To recognise which plant parts you can eat

English:

Reading

-To continue to learn Set 3 sounds and read Set 2 and Set 3 words accurately. Read Write Inc Orange books

Writing

-To write set 2 and Set 3 sounds accurately
-To write sentences using set 2 and 3 words and red words encountered in our reading books
-To continue to explore the Power of Reading text 'The Robot & the Bluebird' by David Lucas

Communication

- To introduce our class Oracy guidelines
- To teach specific Talk Tactics - 'Build': to develop, to add to or elaborate on an idea.
- To develop a wide and interesting vocabulary related to different topics
- Talk through stories daily session -Perfectly Norman
- To speak with clarity and demonstrate good phonic knowledge by clearly pronouncing the sounds within words

Geography (Rivers):

-What happens to raindrops?
-What is the difference between a pond & a puddle?
-Why does water move in a stream or a river?
-What features can we see on and along a stream or river?
-Where does a river eventually end up?
-The River Tweed from source to sea – including a visit down to the river.
-What do rivers on Earth look like from space?
-What happens when a river has too much rain water to carry?
-What do rivers look like on Ordnance survey maps?

Music: (Learning to Listen)

-Musical Learning: Singing and listening are at the heart of each lesson in this unit. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A
-Social Question: How Does Music Help Us to Understand Our Neighbours?
-Singing – focus on pulse, rhythm & introducing pitch

PE: Athletics

-Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.
--Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control.
-Work with a partner to develop the control of their jumps.
-Vary their pace and speed when running.
-Run with a basic technique over different distances. Show good posture and balance.
-Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.

Computing (Programming – Bee Bot):

-Discuss and demonstrate how the Bee-Bot works.
-Create a demonstration video
-Plan & follow a precise set of instructions
-Program a Bee-Bot to reach a destination.
-Identify and correct mistakes in their programming.
-Create a program that tells a story

Summer Term 1 2024

We are learning…

History (How do we know so much about where Sappho used to live?) - continue

-Who was Sappho & where did she live (Pompeii)?
-Why was Pompeii part of the Roman Empire?
-What happened to Pompeii on August 24th AD 79?
-What evidence exists of what happened at Pompeii on August 24th AD 79?
-Why do we know so much about where Sappho used to live?
-How did archaeologists know that people had been buried under the ash?

PSHE – Rights and Respect

Taking care of things:
-Myself
-My money
-My environment

R.E

Who is Jewish and how do they live?

Design Technology (Wheels & Axles):

-To understand how wheels move
-To identify what stops wheels from turning
-To design & build a moving vehicle

Art (Drawing: telling a story):

-To explore mark making with charcoal
-To explore & experiment with mark making to create textures
-To make observational drawings & use good observational skills to add detail to drawings
-Develop sketches into a character
- Begin to demonstrate an understanding of how drawing facial features in different ways conveys expressions.

Maths:

Place Value within 50 - continue

-Count from 20 to 50
-Count by making groups of tens
-Groups of tens and ones
-Partition into tens and one
-The number line to 50
-Estimate on a number line to 50
-1 more, 1 less

Mass & Volume - continue

-Heavier & lighter
-Measure & compare mass
-Full & empty
-Measure & compare volume
-Compare capacity

Multiplication & Division

-Count in 2s, 5s and 10s
-Recognise equal groups
-Add equal groups
-Make arrays
Make doubles
-Make equal groups (by grouping & by sharing)

Measurement - Money

-Unitising
-Recognising coins, recognising notes
-Count in coins

Geometry – Position & Direction

-Describe turns
-Describe position – left & right; forwards & backwards; above & below
-Ordinal numbers