

Topic**History- Monarchs**

OVERVIEW: This half term the children will continue to develop their understanding of British Values through their history topic that will look at Queen Elizabeth the second. Whilst studying the Queen the children will consider the changes that have happened in London within living memory. Children will have the opportunity to create their own sources to help future generations understand what life was like in London during their childhood. The children will consider the different celebrations the Queen has participated in and how we celebrate differently.

In science the children will develop their problem solving and investigation skills as they use their knowledge of plants to help John, the site manager, design a garden for Wood End Park.

Maths links

Literacy links

British Values

ICT link

Daily maths:

- Soft start - number facts/ addition and subtraction/ times tables
- Pie charts/ bar graphs - comparing boys and girls across class
- Dates/time/months etc - times displayed on daily timetable - 24hr. Key questions such as how long was lunch etc

Enrichment

	English	Maths	Science	Geography	Art	Music	ICT	RE and PSHE
Displays <i>Location?</i>	Processes of writing	Jungle Maths- outside booster room	Plants	Monarchs display boards in class.	DT- palace structures. Junk modelling		E Safety - in classes ICT links under topic boards.	Charity board?
Trips / visitors	Hever castle							
Safety	E-safety- ongoing							
Whole school focus	Earth day Futures week Culture Fest Sports day							
Opening Minds	Reflection. Evaluate other people's work. I can say what I liked and what I think they could do better. DT link.							
Local and national news	Car pollution, being safe on the road, stranger danger. The Queen's birthday 21.4.17							

Core subjects

Handwriting Expectations- promoted across the curriculum					
2.1.d.2 Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined					
2.1.d.1 Form lower-case letters of the correct size relative to one another					
	<u>Writing</u>	<u>Grammar</u>	<u>Spelling</u>	<u>Science - AS</u>	<u>Computing - KD</u>
Week 1	<p>Stories Context: Fables ICT link : Youtube video of the fable.</p>	Adjectives, verbs and nouns- recognising them in a sentence	Suffixes- ment e.g enjoyment Common exception words	<p>LO: I can use simple equipment to measure.</p> <p>LO: I can present my findings</p> <p>ICT link: Graph on PC - Excel (Whole class)</p>	I can explain what an algorithm is
Week 2	<p>Stories Context: Fables</p>	Adjectives, verbs and nouns- recognising them in a sentence	Suffixes-Ful Common exception words e.g playful	LO: I can draw conclusions from my results	I know that computers need precise instructions
Week 3	<p>Biographies Context: Roald Dahl</p>	Apostrophes for possession	Suffixes- ly Common exception words e.g happily	<p>LO: I can identify features of a bean through observation.</p> <p>ICT link: Purple Mash - plant</p>	I can record a simple algorithm using symbols.

Week 4	<p>Biographies Context: Roald Dahl ICT link: Laptops to look at some. Look up Information</p> <p>Some children to look up summary of book 'Boy' or 'Going Solo'</p>	<p>Grammar revision</p> <p>ICT link: Interactive grammar games e.g Topmarks</p>	<p>Suffixes- Less Common exception words e.g homeless</p>	DT week	I can predict a change when I change part of my algorithm	
Week 5	<p>Stories Context: The Lighthouse Keeper</p>	Grammar revision	<p>Suffixes-Ness Common exception words e.g happiness</p>	LO: I can understand pollination	I can show care and precision to avoid errors.	
Week 6	<p>Stories Context: The Lighthouse Keeper</p>		<p>Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it Common exception words</p>	<p>LO: I can identify plants that grow in the environment.</p> <p>I can sort and classify. (classifying seeds)</p>	I can use some terminology for loops and selection when discussing an algorithm	
	<p>History AT Monarchs</p>	<p>Music - Natalie</p>	<p>DT -EA Palace structures</p>	<p>RE - FK Hinduism My way of life</p>	<p>PE -LC Cricket</p>	<p>PSHE - FK Relationships</p>
1	<p>I can recognise changes over time.</p> <p>Local and national issues: The Queens birthday. 21.4.17</p>	<p>He/ she creates and chooses sounds in response to given starting points.</p>		<p>LO: I can understand some beliefs in Hinduism</p>	<p>LO: I can field a ball (stopping and throwing).</p>	<p>LO: I can understand the relationships in my life.*</p>

2	LO: I can understand the Royal family.		Taught in week 4 as a block. ICT link: Design on PC Use 2Simple.	LO: I understand that there are similarities between different religions	LO: I can throw accurately	I can understand family relationships. * (family tree)
3	LO: I can think about where the Queen lives. ICT Links: Google maps - Can we find Buckingham palace?			LO: I know stories about Hindu Gods. ICT link: Youtube video of story.	LO: I can stop the ball	I can understand the roles of different adults. *
4	Block week DT LO 1: I can generate ideas about my design LO 2: I can design my palace structure. LO 3: I can select appropriate tools and materials. LO 4: I can use a wide range of materials to assemble my design. LO 5: I can explore and use mechanisms.					LO: I can understand how my actions can affect others.
5	LO: I can say how my life is different.			LO: I know what different Hindu symbols mean. ICT link Online 'Top Marks'	LO: I can drive the ball straight ICT link: Video footage of children doing this.	LO: I can use identify good and bad relationships.

6	LO: I can share my findings in an interesting way. ICT link Purple mash - creating newspaper articles			LO: I understand how Hindus feel when they fast.	LO: I can play the pull shot LO: I can play Diamond Cricket	LO: I can use kind hands to touch others.
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Summer 2

Topic

Geography- Beaches

OVERVIEW: This half term the children will continue to develop their understanding of British Values through their geography topic - British beaches and seaside. Not only will this topic develop their understanding of British values but introduces the children to the human and physical features of the seaside. Children will have the opportunity to design their own seaside resort. To further consolidate this topic, children will visit West Wittering beach.

In science the children will develop their problem solving and investigation skills as they use develop their knowledge of everyday materials. Children will have the chance to consider how we use these materials and whether we can find alternative uses for them,

Maths links

Literacy links

British Values

ICT link

Daily maths:

- Soft start - number facts/ addition and subtraction/ times tables
- Pie charts/ bar graphs - comparing boys and girls across class
- Dates/time/months etc - times displayed on daily timetable - 24hr. Key questions such as how long was lunch etc

Enrichment

	English	Maths	Science	Geography	Art	Music	ICT	RE and PSHE
Displays <i>Location?</i>	Processes of writing	Jungle Maths- outside booster room	Uses of every day materials	Beaches.	Observational sketches		E Safety - in classes ICT links under topic boards.	Charity board?
Trips / visitors	West Wittering beach							
Safety	E-safety- ongoing							
Whole school focus	Futures week							
Opening Minds	Team work. Follow my role in the team. Link to PE and group games – sports day.							

Core subjects

<u>Handwriting Expectations- promoted across the curriculum</u>					
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2.1.d.1 Form lower-case letters of the correct size relative to one another					
	<u>Writing</u>	<u>Grammar</u>	<u>Spelling</u>	<u>Science - AT</u>	<u>Computing - KD</u>
Week 1	<u>Fairy tales</u> 2.2.a.1 Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)	LO: I can use apostrophes	Spelling pattern ge and dge endings	LO: I know can identify the parts of a human body ICT links- Top Marks 'Brilliant Bodies'	I can understand the functions of a Tuff-Cam.
Week 2		LO: I can use commas	Spelling pattern kn and gn	LO: I understand the importance of balanced diet and hygiene.	I can take still pictures using a Tuff-Cam.
Week 3		LO: I can use commands. LO: I can use exclamations.	Spelling pattern u spelt as o	LO: I can plan an experiment	I can record films using a Tuff-Cam.
	2.2.b.3 Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary				

Week 4	<p><u>Arguments</u></p> <p>2.2.c.2 Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense</p>		Spelling pattern zh spelt as s	LO: I can conduct an experiment Fair testing	I can upload images and films onto computers.
Week 5	<p>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but</p>	Grammar revision	Spelling pattern ending tion	I can write results of an experiment.	I can evaluate my images and films.
Week 6	<p><u>Leaflets and guides</u></p> <p>2.2.c.3 Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p>		Spelling pattern ending sion		
Week 7	<p>2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command</p>				

	<u>Geography- beaches</u> EA	<u>Music - seaside music</u>	<u>Art- seaside collages</u> LC	<u>RE -Big questions</u> AS	<u>PE -athletics</u> FK	<u>PSHE - going for goals</u> AS
1	LO: I can locate sea sides on a map ICT link	LO: I can understand how the tempo can affect a song.	I can explore ideas.	LO: I can explore views of God ICT link- http://www.primaryhomeworkhelp.co.uk/religion/christian.htm	LO: I can throw a shot put	LO: I can understand what a goal is.
2	LO I know what people do on UK seaside holidays.	LO: I can sing in time with others.	I can investigate and use a range of techniques in colour, pattern, texture, line, shape, form and space.	LO: I can explore ideas of heaven.	LO: I can throw a shot put	LO: I can identify the best ways to try and achieve a goal.
3	LO: I can identify human and physical features of the beach.	LO: I can play parts of a melody of a song	I can use drawing and painting to develop ideas, experiences and imagination	LO: I can explore why we have art	LO: I can throw a discus	I can set goals for myself
4	Block week art.					
5	LO: I can design and create a seaside resort. ICT link - Purple Mash	LO: I can create an interesting performance	I can use a range of materials to design a collage.	LO: I can investigate whether animals have feelings.	LO: I can run using the correct technique for sprinting.	LO: I can make goals for the future.
6		LO: I can evaluate my performance	I can use a range of materials to design a collage.	LO: I can understand community		LO: I can identify goals I have already achieved