

Maths

Fractions—Recognise, find, name and write fractions 13, 14, 24 and 34 of a length, shape, set of objects or quantity
Write simple fractions, for example 12 of 6 = 3 and recognise the equivalence of 24 and 12
Time—Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times
Statistics—Interpret and construct simple pictograms, tally charts, block diagrams and simple tables • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

Science—Plants

Learners will observe and describe how seeds and bulbs grow into mature plants, working scientifically.
Explore common bulbs, observing roots and shoots and seeds both inside and outside of fruits.
Learners will grow bulbs and seeds under different temperature conditions, making predictions and record plant growth.

PSHE—Money Matters Living in the Wider World

This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between the things we want and the things we need.

Writing

Write expanded noun phrases for description and specification
Use subordination (using when, if, that, because) and co-ordination (using or, and, but)
Write sentences with different forms: Statement, question, exclamation or command
To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary
To group related ideas together in sections for non-fiction texts which begins to develop awareness of paragraphs
Use present and past tenses correctly and consistently
Use the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)
Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
Use commas to separate items in a list
Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
Make simple additions, revisions and corrections to writing
Write narratives about personal experiences and those of others (real and fictional) , real events. Poetry, writing for different purposes
Form lower-case letters, capital letters and digits of the correct size relative to one another

Summer 1, Cycle A,

Core Texts



Diversity Opportunities

Bright Lights, Big City

Trips and visits

Art

Explore London Sculptures and 3D forms, appreciating the work of sculpture artists, including Barbara Hepworth. Learners will describe the differences and similarities between different approaches, making links to their own work.
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Computing—Creating media: Making music

Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.

Music- Exploring Improvisation

Learners will explore 20th century classical music, creating action patterns through tapping, clapping and singing to the music. They will create music to accompany a short film featuring Charlie Chaplin, use notes of different duration and pitch and use dynamics.

RE—God, What do Christians believe God is like?

Make sense of belief:

Identify what a parable is
Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
Give clear, simple accounts of what the story means to Christians

Understand the impact:

Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

Make connections:

Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
Give a reason for the ideas they have and the connections they make.

PE—Athletics/Team Games and Swimming

Orienteering:
Work cooperatively with a partner and small group taking part in and solving challenges.
Learn how to use, follow and create a simple map.
Swimming:
A pool rule that helps me to stay safe.
Know and can demonstrate what to do if they fall into water.

Reading

Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales.
Discuss the sequence of events in books and how items of information are related.
Recognise simple recurring literary language in stories and poetry.
Ask and answer questions about a text.
Discuss and clarify the meanings of words, linking new words and phrases.
Discuss their favourite words and phrases.
Make inferences on the basis of what is being said and done.
Predict what might happen on the basis of what has been read so far in a text.
Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
Recognise that non-fiction books are often structured in different ways.
Participate in discussion about books, poems and other works that are read to them (at a level beyond which they can

Geography—Bright Lights, Big City

Which place is bigger, London or Weston Rhyn?
What is the population of London and what is the population of Weston Rhyn?
What is the name of the river that flows through London; does Weston Rhyn have a river?
What is the name of the queen's home in London; does Weston Rhyn have a queen's home?
What is the name of the big park in central London; does Weston Rhyn have a big park?
What kind of public transportation is commonly used in London; what about in Weston Rhyn?
What kind of buildings can you see in London; are they different from the buildings you see in Weston Rhyn?
What kind of shops and restaurants can you find in London; what about in Weston Rhyn?
What is the weather like in London; is it different from the weather in Weston Rhyn?