

Summer Term – “Locality”.

Summer 1 <b>Where do the wheels on the bus go?</b>							
English	History	Geography	Art/ DT	P.E. Music	R.E.	RSE and PSHCE/ Philosophy	ICT
<p><b>The Everywhere Bear</b> by Julia Donaldson</p> <p><b>The Queens Hat</b> by Steve Antony</p> <p>Author focus: Nick Butterworth,</p> <p>Questions Lists Instructions Thought bubbles Description</p>	<p>What was/is happening locally and nationally then and now?</p> <p>Molesey flood 1968</p> <p>Parent/ grandparent visitors or zoom interview. Generate questions to ask.</p> <p>How have cars, buses, trains and bicycles changed since your grandparents were little?</p> <p>-Ask your grandparents if they have any photographs of their first cars. Ask them if they remember travelling on a train or by bus.</p>	<p><b>Where do we live and what's so special about it?</b></p> <p>-Walk round the local area and spot features</p> <p>-Use a local street map and help children to use some map symbols to help them understand more about their locality and how maps work.</p> <p>-After working on a general street map, introduce the map for the immediate locality and find where the school is.</p> <p>-Talk about postcodes and explain how they are used for a small area.</p> <p>-Link this to writing their own address and the school's address.</p>	<p><b>D.T-</b></p> <p>Can you design and make a vehicle that can move?</p> <p>Design a vehicle that moves</p> <p>Look at buses.</p> <p>Design your bus.</p> <p>Decide on the resources you will need.</p> <p>Use tools to make your bus.</p> <p>Evaluate your design.</p> <p>Suggest improvements for the future</p>	<p><b>P.E Indoor-</b></p> <p>Get Set 4 PE – Team Building Unit</p> <p>Lessons 1-6</p> <p>Develop communication and problem-solving skills.</p> <p><b>Outdoor-</b></p> <p>Sports Day Activities – see resource back on SharePoint</p> <p><b>Music</b> STORYTIME Musical focus: Exploring sounds The children learn how music can be used to tell a story. They identify</p>	<p><b>R.E- Why do Jewish families celebrate the gift of Shabbat?</b></p> <p>That rest from work is important for everyone</p> <p>Shabbat is a time of rest and recalls how God rested on the seventh day after creation</p> <p>That Shabbat and the Friday night meal can be an important part of</p>	<p><b>Media literacy and digital resilience</b></p> <p>Not all information we see online is true.</p> <p>- That people can say hurtful things online (E-Safety).</p> <p><b>Economic wellbeing: money</b></p> <p>The difference between needs and wants; that sometimes people may not always be able to have the things they want.</p> <p>-That money is needs to be looked after; different ways of doing this.</p>	<p><b>Digital Writing</b></p> <p>familiarise themselves with a word processor and think about how they might use this application in the future.</p> <p>also identify and find keys, before adding text to their page by pressing keys.</p> <p>-focus on adding text and explore more of the keys found on a keyboard.</p> <p>- use the Backspace key to remove text from the computer.</p> <p>-exploring the toolbar</p>

	<p>-What did the trains and busses look like at that time.</p> <p>-Look at the pictures of the first aeroplanes, trains, cars and bicycles.</p> <p>-What do you notice?</p>	<p>What are the names of, and, where are the famous cities of the United Kingdom?</p> <p>What do road and street signs tell us?</p> <p>-Introduce pupils to road signs.</p> <p>Start by explaining the difference between circular signs and triangular signs.</p> <p>-Take a supervised walk in the immediate areas around the school so that they can identify as many signs as they can.</p> <p>How many ways are there to move from city to city in the United Kingdom?</p> <p>-Discuss with the pupils the different ways we can travel around our country.</p> <p>-Circle the modes of transport they have experienced.</p> <p>-Focus on an airport. Find out</p>		<p>contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p>OUR BODIES</p> <p>Musical focus: Beat</p> <p>The children respond with their bodies to steady beat and rhythm in music.</p> <p>They experience combining rhythm patterns with steady beat, using body percussion.</p>	<p>Jewish family life and can help Jewish families to feel closer to God</p> <p>That Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end</p>		<p>-begin to explore the different tools that can be used in word processors to change the look of the text.</p> <p>- use the Caps Lock key to add capital letters to their writing</p> <p>- begin to understand when it is best to change the look of their text and which tool will achieve the outcome.</p> <p>-begin to use their mouse cursor to select text to enable them to make more efficient changes.</p> <p>-explore the different fonts available to them and change the font for their lost toy poster</p>
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		<p>what happens by looking at the different signs at an airport. Explain what the signs mean.</p> <p>-Look at a train journey. Follow the sequence from buying a ticket to having it checked by the conductor.</p>					<p>- justify their use of certain tools when changing text.</p> <p>-decide whether the changes that they have made have improved their writing</p> <p>- begin to use 'Undo' to remove changes</p> <p>- make comparisons between using a computer for writing and writing on paper.</p> <p>begin to explain which they like best and think about which method would be the best method to use in different situations.</p>
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Summer 2 <b>Why are humans not like tigers?</b>							
English	Science	Geography	Art/ DT	P.E. Music	R.E.	PSHCE/ Philosophy	ICT
<b>Bog Baby</b> by Jeanne Willis  <b>Wild</b> by Emily Hughes  Story retelling Fact files Recount	Animals: Would we call Bog Baby a wild animal? What animal group would Bog Baby belong to? Fish, amphibian, birds or mammals? Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) What is a wild animal? Writing questions for wild animals. Why would it not be sensible for all animals to live in England? Animal habitats. How are humans different from most animals? Is Bog Baby a carnivore, herbivore or omnivore?		<b>DT</b> -fruit salad  <b>Art</b> -To use a range of materials creatively to design and make a 3d products (a Bog Baby). Make your own Bog Baby using air dry clay. What tools and techniques will help us make our models of the creatures out of modelling clay? How can we make different shapes as well as rough and smooth textures? Can we make our models in the colours of our creatures? How will we make sure our model looks just like the design? Can we explain how we made our models? To develop a wide range of art and design techniques in using colour, pattern, texture,	<b>P.E</b> <b>Indoor-</b>  Get Set 4 PE – Fitness Unit  Lessons 1-6  Develop their understanding of the benefits of exercise and healthy lifestyle.  <b>Outdoor-</b>  Get Set 4 PE – Striking and Fielding Unit  Lessons 1-6  They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball.  <b>Music:</b>	<b>R.E- Why should we look after the world?</b> That our world is precious and our shared home That everyone can make a difference in looking after our world Some celebrations relate to the natural world The history of preserving and preparing for the future Some creation accounts show about looking after our world	<b><u>Aspirations, work and career</u></b> Some of the strengths and interests someone might need to do different jobs.  <b><u>Ourselves growing and changing</u></b>	<b>Programming animations</b> - become accustomed to the ScratchJr programming environment. - discover that they can move characters on-screen using commands, and compare ScratchJr to the Bee-Bots used in the previous unit. -discover that blocks can be joined together in ScratchJr. - use a <b>Start</b> block to run their programs. - learn additional skills such as adding backgrounds and deleting sprites. -Learners will discover that some blocks in ScratchJr

	<p>What are carnivores, herbivores and omnivores?</p> <p>What do we need to do to keep our pets happy? Reflection: Can you create your own non-fiction book on a 'Visit to the Zoo'?</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Plants Looking at plants first-hand and identify, name and describe the common names of flowers and plants.</p> <p>Label the parts of a flowering plant</p> <p>Which plants and animals will we find in our parks?</p>		<p>line, shape, form and space. What lives in a pond with Bog Baby and can we draw them? What colours and textures can we see? What materials could we use to make a collage of an underwater world? How will we cut and stick our materials? Can we work together to produce a large collage? What parts of our collage do we like best and why?</p>	<p>TRAVEL Musical focus: Performance The children develop their performance skills and learn songs about travel and transport from around the world. WATER Musical focus: Pitch The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion</p>	<p>That most Christians, Jews and Muslims try to copy God's love for the world in how they treat it TuB'Shvat, the birthday of the trees (Jewish) How to show appreciation for what we have.</p>	<p>have numbers underneath them. They will learn how to change these values and identify the effect on a block of changing a value. - how to add and delete sprites in ScratchJr. - choose appropriate backgrounds and sprites for a 'Space race' project. They will decide how each sprite will move -use their project designs from the previous lesson to create their projects on-screen in ScratchJr. - test whether their algorithms are effective when their programs are run.</p>
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