

**Summer 2019**

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| **Writing** | **Reading** | **Mathematics** | **History** |
| • Write, review and improve.• Use well-chosen adjectives.• Use adverbs for extra detail.• Re-read writing to check it makes sense.• Use the correct tenses.• Write about more than one idea.• Sequence sentences to form clear narratives.• Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).• Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.• Use sentences with different forms: statement, question, exclamation and command. | • Discuss events.• Predict events.• Ask and answer questions about texts.• Discuss favourite words and phrases.• Explain and discuss understanding of texts. • Make inferences on the basis of what is being said and done. | • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.• Solve problems involving multiplication and division using mental methods.• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.• Recognise odd and even numbers.• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.• Recognise, find, name and write fractions 1/2, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. | • Use artefacts, pictures, stories, online sources and databases to find out about the past.• Identify some of the different ways the past has been represented.• Describe historical events.• Describe significant people from the past.• Place events and artefacts in order on a time line.• Label time lines with words or phrases such as: past, present, older and newer.• Recount changes that have occurred in their own lives.• Use dates where appropriate. |
| **Computing** | **Science** | **Physical Education** | **Art and Design** |
| • Use a range of applications and devices in order to communicate ideas, work and messages. | • Ask simple questions.• Observe closely, using simple equipment.• Perform simple tests.• Identify common appliances that run on electricity.• Construct a simple series electrical circuit. | • Use the terms ‘opponent’ and ‘team-mate’.• Use rolling, hitting, running, jumping, catching and kicking skills in combination.• Develop tactics. | • Use repeating or overlapping shapes.• Mimic print from the environment (e.g. wallpapers).• Press, roll, rub and stamp to make prints.• Use a wide range of tools to create different textures, lines, tones, colours and shapes. |
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| **Design and Technology** | **Music** | **Languages** | **Religious Education** |
| • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).• Design products that have a clear purpose and an intended user.• Make products, refining the design as work progresses. | • Take part in singing, accurately following the melody.• Follow instructions on how and when to sing or play an instrument.• Recognise changes in timbre, dynamics and pitch. | • Write or copy everyday words correctly.• Understand a range of spoken phrases.• Answer simple questions and give basic information. | • Recognise, name and describe some religious artefacts, places and practices.• Name some religious symbols.• Explain the meaning of some religious symbols. |
| **PHSCE** | **Forest Based Learning** |  |  |
| • Discuss change and loss and the associated feelings (including moving home, losing toys, pets or friends).• Share opinions on things that matter to them and explain their views through discussions with one other person and the whole class• Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.  | • Develop leadership and teamwork skills during collaborative tasks.• Identify changes in the outdoor environment. |  |  |
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**Time to Shine Challenges**

Represent a scene from the book that includes a moving feature.

Encourage people to attend the premiere.

Write and perform a scene for our Wizard of Oz movie.