

**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.