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| **Maths** As we approach the end of key stage 1 assessments, we will be revising all taught content from this academic year. | **Writing**Can you construct a replica of your chosen property?***DT/Computing/History/Maths***• Write for a variety of purposes.• Use some of the characteristic features of the type of writing used.• Use well-chosen adjectives.• Use nouns and pronouns for variety.• Use the prefix un.• Spell common exception words correctly.• Distinguish between homophones and near-homophones. • Use sentences with different forms: statement, question, exclamation and command.• Use subordination (when, if, that or because).   • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. |
| **History**• Ask questions such as: What was it like for people? What happened? How long ago?• Use artefacts, pictures, stories, online sources and databases to find out about the past.• Place events and artefacts in order on a time line.• Understand the concept of change over time, representing this, along with evidence, on a time line. | **Reading** • Link reading to own experiences and other books.• Listen to and discuss a wide range of texts.• Discuss the significance of the title and events.• Make inferences on the basis of what is being said and done. |
| **Science** • Ask simple questions.• Observe closely, using simple equipment.• Perform simple tests.• Use observations and ideas to suggest answers to questions.• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.• Identify common appliances that run on electricity.• Construct a simple series electrical circuit. | **Computing**• Use a range of applications and devices in order to communicate ideas, work and messages.**Geography**Can you design and make a prototype of an appliance for the future? ***History/DT/Science***• Describe how the locality of the school has changed over time. • Describe key features of: human geography, including: settlements and land use. |
| **Languages**• Read out loud familiar words and phrases.• Answer simple questions and give basic information. | **Art**• Explore different methods and materials as ideas develop.• Add white to colours to make tints and black to colours to make tones.• Describe the work of notable artists, artisans and designers.• Use some of the ideas of artists studied to create pieces. |
| **Religious Education**• Describe some of the teachings of a religion.• Recognise, name and describe some religious artefacts, places and practices.• Name some religious symbols.• Explain the meaning of some religious symbols. | **Design Technology**• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).• 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.• Explore how products have been created. |
| **Forest Skills**• Arrive properly equipped for outdoor and adventurous activity.• Show resilience when plans do not work and initiative to try new ways of working.• Use maps, compasses and digital devices to orientate themselves. | **PHSCE**• Share opinions on things that matter to them and explain their views through discussions with one other person and the whole class |
| **PE – with Mrs Burroughs**• Use the terms ‘opponent’ and ‘team-mate’.• Use rolling, hitting, running, jumping, catching and kicking skills in combination.• Lead others when appropriate. | **Music**• Make and control long and short sounds, using voice and instruments.• Use symbols to represent a composition and use them to help with a performance.• Identify the beat of a tune. |



Can you represent your understanding of the Pentecost?

***Maths/History***

Can you write a thank you letter, a report and a poem?

English



Can you write an advert to sell your property in the auction?

***History/Literacy***

Time to Shine