

Curriculum	Summer Term 1 Learning
English	<p>Katie In London</p> <ul style="list-style-type: none"> making predictions answering retrieval and interpreting questions identifying the features of postcards writing postcards from London <p>The Secret Sky Garden</p> <ul style="list-style-type: none"> exploring setting, plot and character broadening vocabulary writing in role from a character's perspective writing recounts from fictional and personal experiences sequencing events to write a narrative based on a known model
Mathematics	<p>Money</p> <ul style="list-style-type: none"> recognising coins and notes and using symbols for pence and pounds accurately counting combinations of coins calculating change from £1 creating amounts of money in different ways solve problems relating to money <p>Shape</p> <ul style="list-style-type: none"> identifying 2d shapes and their properties identifying 3d shapes and their properties describing and creating 2d shape patterns comparing and sorting 2d and 3d shapes using the language of position, direction and movement using the language of rotation
Science	<p>Plants</p> <ul style="list-style-type: none"> identifying and naming a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen identifying and describing the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers
PE	<p>Net and wall games</p> <ul style="list-style-type: none"> catching a ball holding a racket effectively hitting a ball with a racket <p>Interpretive dance</p> <ul style="list-style-type: none"> responding to a stimulus being aware of different levels in dance using space and direction when responding to a stimulus linking movements in a sequence repeating combinations
Computing	<p>Coding</p> <ul style="list-style-type: none"> understanding what an algorithm is writing a simple algorithm making attempts to debug an algorithm reading codes one row at a time
Geography	<p>Comparing Crowle and London</p> <ul style="list-style-type: none"> using basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop using simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map using aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key using simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
RE	<p>Is Shabbat important to Jewish children?</p> <ul style="list-style-type: none"> explaining why Shabbat is important to Jewish people identifying key artefacts that are used at a Shabbat meal describing what happens during Shabbat making connections between being Jewish and decisions about behaviour

PSHE	<p>Relationships</p> <ul style="list-style-type: none"> • naming family members and to understand that there are lots of different types of families • identifying what makes a good friend • knowing appropriate ways of physical contact to greet friends • knowing different people who can provide help and how to ask for help • recognising and name personal qualities • expressing different feels
Music	<p>The Friendship Song</p> <ul style="list-style-type: none"> • listening and appraising • learning to sing the song • playing instruments with the song • performing and sharing