

Curriculum	Summer Term 1 Learning
English	<p>Katie In London</p> <p>In this unit we will be learning to make predictions and answer comprehension questions. After exploring the story, we will be writing a letter to Katie to find out more about life in London.</p> <p>Stanley's Stick</p> <p>In this unit we will be focusing on spelling, punctuation and grammar. We will be learning to start sentences in different ways and to use ambitious vocabulary.</p>
Mathematics	<p>Numbers 50 to 100 and beyond</p> <ul style="list-style-type: none"> recognise, read and write numbers to 100 explore the components of numbers within 100 apply knowledge of number bonds find one more or one less and then more or ten less compare numbers within 100 on a number line compare numbers within 100 on a place value chart order numbers within 100 identify patterns within a sequence of numbers <p>Addition and subtraction</p> <ul style="list-style-type: none"> apply knowledge of number bonds add two digit numbers and ones subtract two digit numbers and ones add two-digit numbers and ones with re-grouping subtract two-digit numbers and ones with regrouping explore addition and subtraction to solve problems in context using addition and subtraction
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"> use basic geographical vocabulary to refer to: <i>key physical features, including:</i> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <i>key human features, including:</i> city, town, village, factory, farm, house, office, port, harbour and shop use 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 use 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 use 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"> • name family members and to understand that there are lots of different types of families • identify what makes a good friend • know appropriate ways of physical contact to greet friends • know different people who can provide help and how to ask for help • recognise and name personal qualities • express 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