

Writing

Book: The Snail and the Whale

Setting description of where the oceans meet and the ocean meets land.

Non-chronological report about sea animals and how they need each other to survive. Linked to food chains in science.

Story linking two animals that connect and help each other.

Reading

Book: The Snail and the Whale

Poem: Seaside – Shirley Hughes

How are the animals connected in the story?

How do the places connect in the story?

How can we connect with the poem and its meaning?

Do we associate it with our own experiences?

Oceans and Islands *Is everything connected?*

Art:

Typewriter art:

Connecting letters to create art.

RE

Showing Kindness and Being Good:

How does kindness connect us to others?

How does religion connect to kindness and being good?

How does religion connect people?

Science

Plants:

What connections can we find when looking at plants?

How do plants rely on things around them?

Do all plants connect to a food source?

PSHE

Happy and Healthy me:

How does personal hygiene connect to being healthy?

How does a balanced diet connect to being healthy?

How can I help the people I connect with to stay healthy?

Summer 1

Maths

May – SATS

Statistics:

- Tally charts
- Tables
- Block diagrams
- Draw pictograms
- Interpret pictograms

Position and direction

- Language of position
- Describe movement
- Describe turns
- Describe movement and turns
- Space pattern with turns

Following the White Rose scheme of learning.

Writing

The Snail and the Whale:

Setting description:

- Conjunctions
- Exclamation sentences

Non chronological report

- Questions
- Apostrophes for possession

Story:

- Adverbs
- Apostrophes for contraction
- Past progressive

Reading

The Snail and the Whale:

Word reading:

- Read accurately words of two or more syllables that contain the same graphemes as above
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Comprehension:

- Recognise simple recurring literary language in stories and poetry
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

VIPERS reading scheme:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence

Science

Plants:

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy



Art

Artist:

James Cook typewriter artist

Lines and Marks

- Draw lines and marks from observations

Shape

- Observe and draw shapes from observations
- Draw shapes in-between objects
- Invent new shapes

Tone

- Investigate tone by drawing light / dark lines, light or dark patterns, light or dark shapes



RE

Showing kindness and being good:

What makes a person good?

Who do believers think is good?

How do believers know how to be good?

How can you be good?

Christian text:

Zacchaeus & The Prodigal son

Islamic Link:

The story of Muhammad



Computing

Robot Algorithms:

- Giving instructions
- Same but different
- Making predictions
- Mats and routes
- Algorithm and design
- Debugging

PSHE

Happy and healthy me:

- Personal hygiene
- Spread of germs and diseases
- Body parts
- Balanced diet
- Healthy lunchbox



Music

Music that makes you dance

- Musicianship
- Listening
- Singing
- Playing
- Composing and improvising
- Performing



PE

Swimming



Geography

Oceans and islands:

I can name and locate the seven continents and 5 oceans.

I can use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, sea, ocean.

I can use atlases, maps, globes and digital mapping.

I can analyse a source of information that describes the features of a location.

I can 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.