




<p><b>English</b></p> <ul style="list-style-type: none"> <li>Poetry focus</li> <li>Monster Poems by Paul Cookson</li> <li>Limericks</li> <li>Haiku</li> <li>Spag (Spelling, punctuation and grammar)</li> <li>Handwriting focus</li> <li>Accelerated reader</li> <li>Nessy</li> <li>IEP work</li> </ul> 	<p><b>Science</b></p> <p>Forces</p> <ul style="list-style-type: none"> <li>To reflect on what I know about forces</li> <li>To recognise that force can change the direction of an object</li> <li>To describe movement in terms of speed, acceleration and direction</li> <li>To begin to talk about objects which are still as a balanced force</li> <li>To explore how the force of gravity effects everything on Earth e.g. by trying to 'beat' gravity - keeping up a blown up balloon in the air as long as possible</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Recap of times tables</li> <li>Arrays</li> <li>Multiplication and division</li> <li>Measuring perimeter and area</li> <li>Length, Area, Volume, Capacity</li> <li>Fractions – <math>\frac{1}{2}</math> <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math></li> <li>Negative numbers</li> <li>IEP focussed work</li> </ul> 
<p><b>RE</b></p> <p>Special Places and journeys</p> <ul style="list-style-type: none"> <li>To recognise special religious places in the UK: Buddhist Temples, Mosques, Sikh Gurdwaras, Synagogues, Hindu temples and churches.</li> <li>To understand why Christians make journeys to special places - Lourdes</li> <li>To understand why Muslim's make special journeys - The Hajj</li> <li>To understand why Jews make special journeys - Jerusalem and the Wailing Wall</li> </ul>	<p><b>Curriculum Grid</b></p> <p><b>Summer Term 1 - Transport</b></p> <p><b>Class Redwood</b></p> 	<p><b>Computing</b></p> <p>We are Vloggers (Adult Support)</p> <ul style="list-style-type: none"> <li>To research one mode of transport</li> <li>To create a PowerPoint about their chosen transport</li> <li>To present their PowerPoint to their class</li> </ul>
<p><b>Art</b></p> <p>Art from our holidays</p> <ul style="list-style-type: none"> <li>To create a Maya Mask: patterns and colours (Mexico)</li> <li>To create a piece of Greek pottery: ceramics and painting (Greece)</li> <li>To create some Hieroglyphics (Egypt)</li> <li>To create a piece of Roman Mosaics (Italy)</li> </ul>	<p><b>PSHE</b></p> <p>Road Safety</p> <ul style="list-style-type: none"> <li>To stop at the road before crossing</li> <li>To look both ways before crossing a road</li> <li>To begin to identify some hazards along a road</li> <li>To walk safely across a road, with support</li> <li>To identify some common British road signs</li> <li>To understand the key features of cycle safety</li> <li>To design a road safety poster</li> </ul>	<p><b>History</b></p> <p>Transport through the ages</p> <ul style="list-style-type: none"> <li>Transport through the ages</li> <li>To begin to recognise how transport has changed</li> <li>To investigate early forms of travel: Viking Longboats</li> <li>To identify how cars have changed since they were invented</li> <li>To research George Stephenson and trains: Who was he and what did he do?</li> <li>To develop an understanding of the history of flight: How have people tried to fly in the past? Hot air balloons, and early planes.</li> </ul>

<b>Music</b> Singing	<b>PE</b> Striking and Fielding games / Athletics	<b>Trips/Visits</b>
<ul style="list-style-type: none"> <li>• To sing songs from memory</li> <li>• To perform with others</li> <li>• To make long and short sounds using voices and instruments</li> <li>• To demonstrate an understanding of how sounds are made and changed</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to strike, catch and throw a ball</li> <li>• Rounders</li> <li>• Cricket</li> <li>• Athletics – Running, jumping and throwing</li> <li>• Sports coach - Tuesdays</li> </ul>	<ul style="list-style-type: none"> <li>• Trips to the local community (Life Skills)</li> </ul> <p><b>How you can help at home</b></p> <ul style="list-style-type: none"> <li>• To support in making sure PE kit is available:</li> <li>• Wednesday – PE Kit for games</li> <li>• Research different types of foods and where they come from</li> <li>• Encourage pupils to go on Nessy everyday</li> <li>• Home reading – encourage more independent reading of books</li> </ul>