**Summer 1**

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| Maths | Mass and Volume  Multiplication and Division  Fractions |
| English | The Magic Bed by John Burningham  This is a unit based on The Magic Bed. The children read some stories where fantasy worlds are represented, for example imaginary lands, space, animal homes. The main events for a class story are recorded based on children’s suggestions and used to tell the story orally. The teacher will model using a plan from previous week to write a story based on the structure of The Magic Bed use a zig-zag book for children to write into and have one enlarged for children to write into so that each section/new setting is clear. The class plan a story where they are the main character now, not Georgie and that this is their fantastical adventure. This Writing Root would best be begun with a discussion about dreams and beds and where a link to imaginary settings through other texts where characters travel to imaginary worlds. John Burningham’s other texts are good for this – ‘Oi get Off my Train’ is another text with a similar premise. |
| R.E. | Who is Muslim What do they believe and how do they live? |
| Computing | Creating media – digital writing  Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this. |
| Science | Plants  This unit takes children through six lessons where they learn how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They also learn how to identify and describe the basic structure of a variety of common flowering plants, including trees. |
| PSHE | Relationships  Children’s breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships  (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these. |
| Spanish | The Circus  In this unit the pupils will learn how to:  Recognise, recall, and remember up to 7 different circus acts in Spanish. Attempt to recognise, recall, and remember a short phrase for each circus act in Spanish.   Learn to listen attentively to, understand and participate actively in a Spanish song about the circus acts. |
| Indoor PE | Equipment Gymnastics  I can copy and explore basic gymnastics actions with some control and co-ordination.  I can select and link basic gymnastics actions together.  I can watch and discuss my own and others'  work.  I can talk about ways to keep healthy.  OAA  I can work on moving around different  Obstacles  I can follow marked tracks in a familiar  environment  I can choose which way to follow route, by self or in a group  I can be active in new outdoor areas |
| Outdoor PE | Athletics  I can run at a speed in a straight line  I can jump accurately from a standing position.  I can begin to identify and describe the  difference between my own and others' work.  I can safely perform a teacher led warm-up in a given space |