**Summer 2**

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| Maths | Position and Direction  Place Value within 100  Time |
| English | The Naughty Bus by Jan Oke  This is a unit based on Naughty Bus. As well creating their own story, the children will have the opportunity to write two simple pieces of  information writing, one based on buses and another on toys. Initially, the children will share information about buses and try and to find out what they already know about buses to create a shared simple piece of information writing. After this, there will be some drama where the classroom is messed up or someone has drawn on something! The teacher will read part of Naughty Bus and the children will start to look for evidence to prove it is indeed Naughty Bus who has caused the chaos. After reading all of the book, the children will use Naughty Bus to innovate upon, inventing the sequel for his adventures. This will be based on the local area and will involve children captioning photos of the bus up to no good in other settings. To structure this, the children will use storyboards which they will have had modelled for them. Finally, the children will look at toys and bring their own in. They will have the opportunity to sort and categorise the toys and then create a piece of shared information writing as well as their own, before writing their own naughty toy adventure |
| R.E. | Who is Muslim What do they believe and how do they live? |
| Computing | Programming B – programming animations  Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms. |
| History | ‘How have explorers changed the world?’  This unit teaches pupils to begin developing an understanding of how the people and events of the past have shaped the world we live in today. |
| Science | Animals including humans 2 – animals  This is the second part of two units. This unit takes children through six lessons where they learn how to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They learn how to identify and name a variety of common animals that are carnivores, herbivores and omnivores. And finally, they learn how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). |
| D.T. | Mechanisms Matching Slider Game   * Understand that products all around us are designed and identify products that use mechanisms.      * Describe the movement of sliding mechanisms as up and down, left and right or forwards and backwards.      * Think about the needs of the user.      * Communicate ideas.      * Work independently to make a working slider mechanism.      * Use a range of tools with increasing accuracy to cut and join materials.      * Understand the benefits of using different materials and explain choices.      * Explain what went well and what to improve about their product. |
| PSHE | Changing Me  Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes  from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a  school’s safeguarding duty, pupils are taught the correct words for private parts of the body that they might use if talking to a doctor or a nurse. (those kept  private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed  as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and  learn how to access help if they are worried about change, or if someone is hurting them or making them feel uncomfortable. |
| Spanish | In the Jungle  Lesson 1 - elephant and lion.  Lesson 2 - elephant, lion and monkey.  Lesson 3 - elephant, lion, monkey and leopard.  Lessen 4 - elephant, lion, monkey, leopard and giraffe.  Lesson 5 - elephant, lion, monkey, leopard, giraffe and hippopotamus.  Lesson 6 - elephant, lion, monkey, leopard, giraffe, hippopotamus and snake. |
| Art | Sculpture and 3D: Paper play  This unit introduces pupils to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips and constructing imaginative sculptures. Children develop skills in creating 3D structures and applying painting skills in three-dimensional art, enhancing their understanding of form and construction.  Craft and design: Woven wonders  This unit focuses on developing pupils' ability to express opinions about art, use creative techniques like wool wrapping and weaving and understand the work of artists like Cecilia Vicuña. It emphasises skills such as measuring, choosing materials and resilience in artistic creation, catering to children's creative and cognitive development. |
| Indoor PE | 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 | Invasion Games  I can stop a ball with basic control  I can send a ball in the direction of another  person and collect a ball  I can take part in sending and receiving activities with a partner |