

### English coverage.

Week 1: Can I write a narrative based on fantasy?

Week 2: Can I write a narrative based on fantasy?

Week 3: Can I study a chosen poet/author?

Week 4: Can I write a biography of a poet/author?

Week 5: Can I write a discussion text?

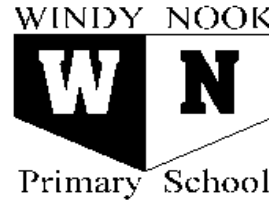
Week 6: Can I write a discussion text?

All lessons will have a daily spelling and grammar session.

Class: UKS2 Elms and Willows

Class Teachers: Miss Hill and Miss Crowe Term: Summer  
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## **Get it into Perspective**



*Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

### Maths coverage

Week 1: Can I understand place value?

Week 2: Can I understand addition and subtraction?

Week 3: Can I understand multiplication and division?

Week 4: Can I understand fractions?

Week 5: Can I understand fractions?

Week 6 Can I handle data?:

All lessons to have daily 'Speed Calc' sessions (3 calculation, 1 shape and space and 1 maths facts)

### Science coverage

Week 1: Do I understand reversible and irreversible change?

Week 2: Can I describe the new materials created in irreversible changes?

Week 3: Can I investigate which materials are soluble and insoluble?

Week 4: Can I investigate different ways to separate mixtures?

Week 5: Can I investigate an irreversible change?

Week 6: Can I investigate an irreversible change?

This term our topic will be art and will focus on perspective drawing. We will work towards drawing and painting a street scene using perspective.

We will also be taking part in the Beamish Crank it up challenge where we will utilise our DT skills to design and make cranes.

In Science the whole school will be taking part in a science week linked to climate change and the impact this has on our environment and the animals that live in it.

In P.E., we will be learning the rules and tactics of rounders before building up to play a game.

### Computing coverage

Week 1: Can I identify what makes a good web page?

Week 2: Can I make suggestions for how to lay out a web page?

Week 3: Do I understand copyright?

Week 4: Can I make an aesthetically pleasing web page?

Week 5: Can I create effective navigation paths?

Week 6: Do understand the implications of creating links?

## Discrete subjects

- PHSE - Protected Characteristics
- French - Around the Classroom

## Curriculum enrichment activities

- Beamish 'Crank it up' Project
- Science week—focus on climate change and its impact on the environment and the animals that live on our planet
- King's Coronation celebration

## British Values

### Individual Liberty

Children can choose their own golden time activity.

### Rule of Law

Children will be expected to follow school rules, and will follow school behaviour policy for reward and punishment.

### Mutual Respect

Children will be given opportunities to work alongside each other and follow the class Rights Respecting Charter.

### Democracy

Children will be allowed to select tasks based on their perception of their ability.

## PE coverage

Week 1: Can I understand the rules of rounders and learn how to bowl effectively?

Week 2: Can I develop my striking and fielding technique and apply tactics to a game situation?

Week 3: Can I understand and use different tactics to make the game harder for opponents?

Week 4: Can I improve my tactics to make the game harder for opponents?

Week 5: Can I apply my learning to a full game of rounders?

Week 6: Can I apply tactics to a full game of rounders?

## RRSA Links

**Article 2** All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3** All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

**Article 12** You have the right to give your opinion, and for adults to listen and take it seriously

**Article 13** You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 14** You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

**Article 17** You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need

## ART

Week 1: Can I understand the term vanishing point and convert a simple 2D shape into 3D?

Week 2: Can I use my knowledge of 1 point perspective drawing to draw a room?

Week 3: Can I apply my knowledge of 1 point perspective to create a street scene?

Week 4: Can I develop my perspective knowledge by including a second vanishing point?

Week 5: Can I create a 1 or 2 point perspective sketch?

Week 6: Can I finish a 1 or 2 point perspective sketch with paint?

## RE coverage

Week 1: Can I explore how Muslims live?

Week 2: Can I explore the importance of Al-Hirja and the diversity of religious traditions?

Week 3: Can I reflect on Ashura and why it is important to Muslims?

Week 4: Can I explore the idea of commitment and how it relates to religious faith?

Week 5: Can I explore the way that commitment affects the way people live their lives?

Week 6: Can I explore fasting and Ramadan and reflect on why it is important to Muslims?