

### English coverage

Spelling and GaP Buster activities completed on a daily basis.

Whole-class guided reading, completed every afternoon.

Phonics taught through the P.A.T program.

Week 1: Can I write a diary entry?

Week 2: Can I write a diary entry?

Week 3: Assessment Week

Week 4: Can I write a newspaper report?

Week 5: Can I write a newspaper report?

Week 6: Can I describe a character?

### Science coverage

Week 1: Am I able to locate, name and explain the function of the different parts of the plant?

Week 2: Can I conduct an investigation into how water is transported in plants? Fair Test

Week 3: Do I understand the requirements for plant growth? Do I understand how water is transported?

Week 4: Can I explore the flowers that play the in the life cycle of flowering plants?

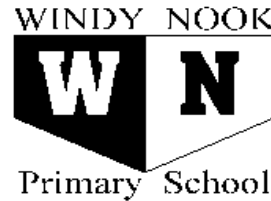
Week 5: Do I understand pollination, seed formation and seed dispersal?

Week 6: Can I consider the effect the amount of light has on plant growth?

**Class: Bluebells**

**Class Teacher: Miss Hogg**

**Term: Summer 2**



*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.*

### **Learning Hook: Down the Nile**

**This half term, children will learn about the Egyptians in our history topic.**

**Children will spend time with their new class teachers as part of transition.**

**This half term, children will take part in a whole school art project, where their work will be displayed in school.**

### Maths coverage

Daily times tables practice. 3 x Speed Calc, 1 x Speed Shape , 1 x Speed Measure.

Week 1: Can I consolidate my knowledge of fractions?

Week 2: Can I understand the properties of 2D and 3D shapes?

Week 3: Assessment Week

Week 4: Can I convert between digital and analogue time?

Week 5: Can I interpret charts, tables and graphs?

Week 6: Can I solve problems involving different measures?

### Computing coverage

Week 1: Can I program in logo?

Week 2: Can I program letters?

Week 3: Can I create patterns and repeats?

Week 4: Can I use loops to create shapes?

Week 5: Can I break down tasks?

Week 6: Can I create a program?

## Discrete subjects

### Music

Children will learn to read music and play the violin with a specialist music teacher. Children will complete minute of listening activities each week.

### French

Children will be completing daily speaking and listening with written work in the final two weeks of term. This term's focus is Les Salutations (Salutations).

### P.S.H.E

Children will be learning about building trust and relationships. They will be participating in operation encompass lessons.

## PE coverage

Week 1: Can I learn how to control the ball?

Week 2: Can I learn how to pass the ball effectively?

Week 3: Can I combine dribbling and passing to keep possession of the ball?

Week 4: Can I understand how to turn the ball?

Week 5: Can I learn how to shoot effectively?

Week 6: Can I apply my knowledge and skills to a game situation?

## History coverage

Week 1: Can I order historical events chronologically?

Week 2: Can I order events from ancient Egypt chronologically?

Week 3: Can I carry out a historical enquiry? Was life easy for the ancient Egyptians?

Week 4: Can I identify primary and secondary sources?

Week 5: Can I show an understanding of the mummification process?

Week 6: Can I create my own pharaoh inspired artwork?

## 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.

## 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

## RE coverage

Week 1: Can I explore beliefs in our community?

Week 2: Can I identify places of worship in my community?

Week 3: Can I explore celebrations in my local church?

Week 4: Can I identify symbols in my local church?

Week 5: Can I compare symbols in places of worship in my community?

Week 6: Can I understand traditions of baptism and why it is done?