

### English coverage

Spelling and GaP Buster activities completed on a daily basis.

Whole-class guided reading, completed every afternoon.

Week 1: Explanation text

Week 2: Explanation text

Week 3: Poetry

Week 4: Assessment Week

Week 5: Author Study

Week 6: Author Study

Week 7: PSHE - comprehension

### Science coverage

Week 1: Sources and consumers of electricity and classify objects as being either mains or battery operated

Week 2: Arranging electrical components to make a bulb light up, make predictions and test them out

Week 3: Science Investigation-testing materials for conduction or insulation

Week 4: Construct a simple series electrical circuit, identifying and naming its basic parts

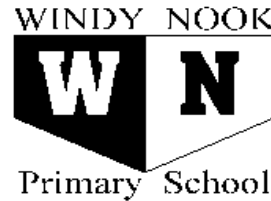
Week 5: Construct an electrical circuit to perform a planned function within a working model, including a switch

Week 6: Test, improve and evaluate an electrical circuit

**Class: Tulips**

**Class Teacher: Miss Marshall**

**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.*

### Maths coverage

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

Week 1: Show an understanding of decimals

Week 2: Compare and order decimals, particularly related to money

Week 3: Assessment Week

Week 4: Solve problems involving graphs and charts

Week 5: Show an understanding of shape, position and direction

Week 6: Translate shapes on a quadrant

Week 7: Translate, rotate and reflect shapes

### Computing coverage

Week 1: Using loops to create shapes in Scratch

Week 2: Understand that there are different types of loops

Week 3: Develop a design using loops to animate your name

Week 4: Modify a loop on an existing game

Week 5: Design a game that includes loops

Week 6 and 7: Create a game that includes loops

## **Learning Hook: Awesome Anglo-Saxons**

**This half term, children will be learning about the Anglo Saxons and will welcome visitors from Durham university.**

**During this half term, children take part in a number of school events including transition days**

## Discrete subjects

### Music

Children will learn to read music and play the violin with a specialist music teacher. Children read pitch notations to learn a historic song.

### Spanish

Children will be completing weekly Spanish lessons involving speaking, writing and reading. This term topic will be La historia de la Antigua Gran Bretaña.

### P.S.H.E

Children will learn about relationships and mental health and wellbeing.

## PE coverage

Week 1: Develop my ability to jump for distance and develop my relay technique

Week 2: Develop my ability to hurdle effectively

Week 3: Improve my hurdling technique and develop my ability to triple jump

Week 4: Develop my ability to triple jump and learn how to throw for distance

Week 5: Develop my ability to throw for distance and develop my middle distance running

Week 6 & 7: Use my skills and knowledge to compete in a variety of events

## History coverage

Week 1: Understand who the Anglo-Saxons were

Week 2: Understand invasion and settlement

Week 3: Use sources to understand the village life on an Anglo-Saxon

Week 4: Conduct a historical enquiry based around Sutton Hoo

Week 5: Study an Anglo Saxon King

Week 6: Know how Anglo Saxons ruled

Week 7: Understand Anglo Saxons had Gods and draw comparisons with Viking beliefs

## 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: Explore the importance of signs and symbolic objects to religion

Week 2: Explore the symbolic use of gestures and engage with their meaning

Week 3: Explore symbolic language and reflect on how Hindus use symbolism

Week 4: Explore symbolic things that people wear and reflect on the importance of talik for Hindus

Week 5: Engage with the Hindu naming ceremony and reflect the significance of the sacred thread

Week 6: Reflect on the significance of Rangoli patterns

Week 7: Reflect on the importance of signs and symbols to religious people