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| Year | | 1st Half Summer Term | 2nd Half Summer Term |
| Theme/Topic title | | Flotsam | Brilliant Bodies |
| Educational visits/Visitors | |  | Jump In visit |
| Hook | | Flotsam - good quality picture book | Dentist visit |
| Texts | | Flotsam, Dead Man’s Cove | The Miraculous Journey of Edward Tullane |
| English | Fiction focus | Re-telling a narrative | Boxing Clever Narrative |
| Non-fiction focus | Persuasive Radio Advert | Report about teeth  Letter  Diary entry |
| Poetry | Commotion in the Ocean – variety of performance poems linked to sea creatures | Body poems  <https://sciencepoems.net/sciencepoems/digestion2.aspx>  <https://sciencepoems.net/sciencepoems/heart.aspx> |
| Mathematics | Content overview | * Add and subtract fractions with the same denominator * Find families of equivalent fractions * Solve fraction problems, including finding non-unit fractions of amounts * Identify acute and obtuse angles * Compare and order angles * Find the area of rectangles * Solve problems involving area and perimeter * Plot co-ordinates and construct polygons * Convert between units of measurement – length, mass and capacity * Solve measures and money problems * Round numbers to the nearest 10, 100 and 1000 * Round decimals to the nearest whole number * Use rounding to estimate answers * Describe translations and solve problems involving translations * Interpret data presented in different ways – pictograms, bar charts, time graphs * Create bar charts and time graphs * Compare and classify 2-D shapes * Identify lines of symmetry in 2-D shapes * Complete symmetric figures | |
| Science | Focus | Electricity | Animals, including Humans |
| Content overview  N.C. P.O.S. | * Identify common appliances that run on electricity * Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery * Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit * Recognise some common conductors and insulators, and associate metals with being good conductors | * Describe the simple functions of the basic parts of the digestive system in humans * Identify the different types of teeth in humans and their simple functions |
| Cornerstones Investigation | Testing materials to see if they are conductors or insulators |  |
| Computing | Focus | CREATE  Create a simple activity / game | |
| N.C. subject content | * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * Create a range of programs, systems and content that accomplish given goals | |
| Online safety message | What do we need to think about when using (opening) email? | What ways are there for reporting concerns? |
| Geography | Focus | Features of coasts | Features of mountains |
| N.C. subject content | * Locate and name geographical features on an Ordnance Survey map * Describe and explain how physical processes have changed the characteristics of a landscape, country or continent * Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found at the seaside) * Suggest which source material to use for a specific task, locating the information needed * Describe how physical geography has impacted and/or changed the physical and human characteristics of a place in the world * Describe how changes, in the features of a place, can affect the lives and activities of the people living there * Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion | * Draw sketch maps and plans using standardised symbols and a key. * Locate and explain the significance of the Equator, Northern and Southern hemispheres, the Tropics of Cancer and Capricorn to a range of countries in the world * Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them * Locate the countries of Europe (including Russia), North and South America |
| History | Focus | Changes in camera development over time | International Events in the past  A Significant Historical Figure |
| N.C. subject content | * Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | * Describe the impact of international events (e.g. war) on the local area. (WWII Assembly) * Explain the impact of a significant historical figure on life in Britain (Winston Churchill Assembly) |
| Physical education | Content overview | Athletics / Small Ball Games | |
| N.C. subject content | * Use running, jumping, throwing and catching in isolation and in combination * Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending * Compare their performances with previous ones and demonstrate improvement to achieve their personal best | |
| Art and design | Focus | Sea Collage, linked to Flotsam | Niki de St Phalle  3-D material to sculpt human form  embellish / decorate form / sculpture |
| N.C. subject content | * Investigate, combine and organise visual and tactile qualities of materials and processes when making something * Draw from close observation to capture fine details * Use tone to emphasise form in drawing and painting * Add textural materials to paint, to create a desired effect * Comment on similarities and differences between pieces of work * Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres * Create a photo montage of digital   images to achieve a particular purpose | * Create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) about great artists * Select and record visual and other information to develop ideas on a Theme using complementary and contrasting colours for effect * Comment on similarities/differences between their own and others’ work, describing what they feel about both * Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres |
| Design and technology | Focus | Creating a light buoy | Human body model |
| N.C. subject content | * Build models incorporating motors * Explain how the design of a product has changed over time | * Explain some of the processes that foods go through to preserve/make them more appealing * Use pulleys, levers and linkages in their products |
| Music | Focus | Benjamin Britten - ‘Storm’ Interlude from ‘Peter Grimes’ <https://www.bbc.com/teach/ten-pieces/KS2-3/z4fsv9q> | Body Percussion  Ten Pieces – Compose Body Percussion |
| N.C. subject content | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations |
| PSHE |  | Healthy Relationships  Unit 5 |  |
| French | Rigolo unit | Taught during PPA | |
| R.E. | |  | Key question:  Why do some people think that life is a journey?  What significant experiences mark our lives? |
| Cross curricular links | English | * Persuasive advert about buying a camera | * Report about teeth |
| Maths | * Use bold colour and geometric shapes to create a graphic-style print | * Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them |
| Other |  |  |