

	<u>English</u>	<u>Maths</u>	<u>R.E.</u> Why do people of faith make and keep promises before God?	<u>Science</u> Living things and their habitats	<u>Geography</u> The Thames/ Seaside	<u>Computing</u> Create simple programs	<u>Music</u> <b>Music Express:</b> <i>Our bodies (beat)</i> <i>Water (pitch)</i>	<u>P.E./Swimming</u> <i>PE is taught by Anna our PE specialist</i> <i>Swimming is taught by our swimming teacher Jaimie</i>	<u>Art</u> The River Thames and Monet	<u>PSHE</u> Changing Me
<b>Week 1</b> <b>07.06.21</b>	The Tunnel, Anthony Browne	Fractions	Why do you think people belong to a Christian community?	To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes.	WALT: locate the River Thames.  I can ask questions about the River Thames. I can explain what I already know. I can discuss ideas.	<b>WALT:</b> describe and use instructions to program a character.  I can open the ScratchJr app and use buttons to navigate. I can add and remove characters and backgrounds. I can edit characters and backgrounds. I can describe the effect of at least three instruction blocks on a character.	I can recognise and respond to steady beats, including at different tempi.  I can recognise and play rhythmic patterns.	Athletics – run, jump, throw I can run at different speeds for short and long distances	WALT: explore the work of Claude Monet.  I can describe the work of Claude Monet. I can explain what I like / dislike and how it makes me feel. I can explain what Impressionist art is.	I am starting to understand the life cycles of animals and humans.
<b>Week 2</b> <b>14.06.21</b>	The Tunnel, Anthony Browne	Fractions	What is baptism and what does it mean?	To identify and classify, and sort objects into categories, by sorting objects that are living, dead and have never been alive.	WALT: identify human and physical features of the River Thames.  I know what physical features. I know what human features. I can sort the physical and human features of the River Thames.	<b>WALT:</b> program a character to grow and shrink.  I can position new sprites on a suitable background. I can select and drag blocks for grow and shrink. I can connect blocks that execute a new action. I can use start	I can recognise and respond to a rhythm ostinato pattern I can play steady beats at different tempi on body percussion and instruments	Athletics – run, jump, throw I can learn to run at different speeds over obstacles	WALT: develop brush strokes in the style of Claude Monet.  I can explore lots of different materials and methods. I can show control in the methods and materials I use in my work. I can describe similarities and differences	I can tell you some things about me that have changed and some things about me that have stayed the same.

						blocks to begin a new program.			between methods.	
<b>Week 3</b> <b>21.06.21</b>	The Tunnel, Anthony Browne	Fractions	What happened when Jesus was baptised? What does his baptism mean to Christians?	To identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats	WALT: create a map.  I can name famous landmarks along the River Thames. I can identify bridges along the route. I recognise that landmarks give the River Thames its character. I know that the River Thames reaches the sea.	<b>WALT:</b> use instructions to make characters move at different speeds and distances.  I can program a car to move in ScratchJr. I can edit the value to make the car travel further. I can change the speed of the car. I can program the car to repeat the moving instructions.	I can sing in two parts and combine steady beats I can perform rhythmic movement patterns to a steady beat	Athletics – run, jump, throw I can throw across long and short distances	WALT: create my own artwork in the style of Claude Monet.  I can show control in the methods and materials I use in my work. I have ideas and make choices about what I do. I can talk about the work of different artists and compare it to my own.	I can tell you how my body has changed since I was a baby.
<b>Week 4</b> <b>28.06.21</b>	A River by Marc Martin (Write River poems using senses to describe)	Fractions	What does marriage in the church mean to Christians?	To describe a habitat and identify animals live in it.	WALT: recognise features of the seaside.  I can use key words to talk about the features of the seaside. I can identify human and physical features. I can identify features of the seaside in aerial photographs.	<b>WALT:</b> use a repeat instruction to make a sequence of instructions run more than once and predict the behaviour.  I can use blocks for movement in different directions. I can use a REPEAT FOREVER block to make a continuous loop.	I can understand pitch through singing, movement and note names.	Athletics – run, jump, throw I can throw across long and short distances	WALT: use a range of materials creatively.  I can explore different mediums. I can compare and contrast my own artwork. I can think creatively to create a specific effect.	I can identify the parts of the body that make girls different from boys and can use the correct names for these: penis, testicles and vagina

<b>Week 5</b> <b>05.07.21</b>	Into the Forest, Anthony Browne	Fractions	What happens at Aqiqah?	To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants. Penguins and Polar Bears Live lesson WWF	WALT: understand that seaside resorts can be found in the different countries of the UK.  I can explain that seaside resorts can be found in the different countries of the UK.  I can name seaside resorts. I know that seaside resorts have changed over time.	I can use a REPEAT block for a section of instructions. I can predict the behaviour of a character based on a sequence of instructions.  I can record my own sounds. I can create instructions to play a recorded sound. I can edit and use speech bubbles in my instructions. I can create my own simple programs.	I can perform a melody I can understand melody through songs, movement, and performing pitch shapes on tuned instruments.	Athletics – run, jump, throw I can link a variety of jumps together. I know which muscles make power and how they are important when jumping.	WALT: explore my own ideas through art.  I can use different mediums. I can compare my own artwork to that of an artist. I can make artistic choices.	I understand that everything I learn something new I change a little bit.
<b>Week 6</b> <b>12.07.21</b>	Into the Forest, Anthony Browne	Consolidation	What happens at a Bar Mitzvah and Bat Mitzvah ceremony?	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.	WALT: explore a seaside town. (Southend-on-Sea)  I can use key words to group human and physical features of the seaside. I can compare my own local area with a seaside town. I can plan a route using a map, compass directions and simple key.	WALT: create programs with a sequence of linked instructions. I can create a short set of instructions for a sequence of movements.  I can create longer sequences of more complex instructions. I can use the WAIT block. I can program two or more	I can explore and develop an understanding of pitch I can use musical scales, high notes and low notes in a composition	Athletics – run, jump, throw I can use different techniques and speeds to meet challenges set for running, jumping and throwing. I can describe what happens to my body when I am taking part in Athletics		I can tell you about changes that have happened in my life.

