

Term 4	
TOPIC – Hoots Howls and Rustles	
<p style="text-align: center;"><b>Literacy – Book focus ideas</b></p> <p>Non-Fiction: Plan content and write non-chronological text (Nocturnal Animals)                      Non-Chronological Report – Flanimal                      Fiction – Drama including Freeze Frame, Oral story-telling . West End Theatre Company visit.</p> <p>Development of grammar, punctuation and sentence structure, improving editing skills.                      Handwriting and presentation skills.</p> <p>Spellings: High frequency words and phonics throughout the year.</p> <p>Texts include: The Green Ship, Flanimals, Non-fiction books about nocturnal animals.</p>	<p style="text-align: center;"><b>Maths- cross curricular</b></p> <p>Money - Know all coins, find amounts of money and give change                      Working systematically - How many ways can you find of buying flanimal food using only silver coins?                      Problem solving                      Worded problems – Can you find the difference in height between two different flanimals?                      Can you use &lt; and &gt; to compare the amount of water and food a flanimal needs?</p>
<b>Science</b>	<b>Humanities (Geography)</b>
<p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>•explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>•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, and how they depend on each other</li> <li>•identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>•describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul> <p><b><u>Environmental</u></b>                      Mini beast hotels</p>	<p>Covered in Rotation</p>

Term 4		
TOPICS		
Computing	Art and design/ Design and Technology	PE
<p><b>Use Technology Safely &amp; Respectfully</b></p> <p><b>To know where to go for help when relevant</b></p> <ul style="list-style-type: none"> <li>• e-Safety                             <ul style="list-style-type: none"> <li>○ Report an issue</li> <li>○ Tell an adult</li> </ul> </li> <li>• Superhero SID song</li> <li>• Why have user accounts</li> <li>• Importance of passwords</li> <li>• Sharing personal information</li> </ul> <p><b>Technology beyond school</b></p> <p><b>Proficiency – Typing Progress through stages</b></p>	<p>See Art Skills; - page 16</p> <p>Linked to book focus</p>	<p><b>Sport Enrichment Block</b></p> <p>Sports enrichment chosen by coach and school to enhance curriculum.</p> <p>Hockey skills</p>
Music	RE CHRISTIANITY	PHSE (SEAL themes)
<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Understand music can create mood</li> <li>• Symbols and sounds</li> </ul> <p>Minibeast music notation (graphic scores)</p> <p><b>Playing instruments with accuracy and control</b></p> <p>Ocarina</p>	<p><b>Believing</b></p> <p><b>Belonging/Myself</b></p> <ul style="list-style-type: none"> <li>- Caring for others and the world around us</li> </ul> <p><b>Celebrations</b></p> <p>Easter</p> <ul style="list-style-type: none"> <li>- Celebrations and symbols</li> </ul>	<p><b>5. Good to be me</b></p> <ul style="list-style-type: none"> <li>• Feeling good about myself</li> <li>• Relaxed</li> <li>• Relaxing</li> <li>• Assertiveness</li> <li>• being impulsive and thinking things through</li> </ul>

Term 5	
TOPIC – Kent Life	
Literacy – Book focus ideas	Maths- cross curricular
<p>Non Fiction</p> <p>Non Chronological Report linked to Oceans/Seas (links to Geography)</p> <p>Fiction: Character Descriptions</p> <p>Suggested Text: Can you catch a mermaid?</p>	<p>Can you count the number of miles or kilometres on a journey in 10s up to 100?</p> <p>Can you add and subtract up to two-digit numbers using written methods when working out the length of journeys?</p> <p>Can you use subtraction to calculate the difference in the length of two journeys?</p> <p>Can you use multiplication to calculate how many of each type of clothing to pack for a family?</p> <p>Can you sort and count different sea shells by counting in 2s, 3s and 5s up to 100?</p> <p>Can you make a litre of drink to have on the beach and pour it into measured amounts?</p> <p>Can you measure a case in cm to make sure you can take it on a plane?</p> <p>Can you pay for ice-creams up to a total of £10 using different coins?</p> <p>Can you give directions to locations on the beach using right angles and turns?</p>
Science	Humanities (History)
<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>•observe and describe how seeds and <b>bulbs</b> grow into mature plants</li> <li>•find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p>Keep a bean diary, link to Art with observational drawing.</p>	<p>Significant historical events, people and places in their own locality - Charles Dickens and Henry VIII</p> <p><b>Geography</b></p> <p>name and locate the world's 7 continents and 5 oceans</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>•identify seasonal and daily weather patterns in the United Kingdom (<i>continue throughout year</i>)</li> </ul> <p><u>use basic geographical vocabulary</u> to refer to:</p> <ul style="list-style-type: none"> <li>•key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>•key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>

Term 5		
TOPICS		
Computing	Art and design/ Design and Technology	PE
<p>Linked to Art</p> <p>Manipulation of digital images to create mono prints (in style of Andy Warhol )</p>	<p>See Art Skills; - page 16</p> <p>Suggested Artist:- If Studying Henry VIII</p>  <p>'Catherine Howard' Miniature by Hans Holbein (on the left!) <i>(Close observational drawing of the structure and proportion of a face, then use this skill to draw and paint portrait of a Tudor monarch)</i></p>	<p><b>Sports Day Athletics</b></p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Jumping</li> <li>• Throwing</li> <li>• Competition vs others</li> </ul>
Music	RE CHRISTIANITY	PHSE (SEAL themes)
<p><b>Playing instruments with accuracy and control</b></p> <p>Ocarina</p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Rounds</li> <li>• Tudor Song - History Songsheet</li> </ul>	<p><b><u>The Bible</u></b> <b>Story</b></p> <ul style="list-style-type: none"> <li>- The Good Samaritan</li> <li>- The Lost Coin</li> <li>- The Prodigal (Lost) Son</li> <li>- The Great Feast</li> </ul>	<p><b>6. Relationships</b></p> <ul style="list-style-type: none"> <li>• understanding our feelings – loved, cared for</li> <li>• people leaving home</li> <li>• important people and things</li> <li>• feeling lonely and feeling included</li> </ul>

Term 6	
TOPIC – Kent Life	
Literacy – Book focus ideas	Maths- cross curricular
<p>Poetry Letter Writing Stories by the same author Recount linked to school trip</p> <p>Texts include: Dear Greenpeace, Meerkat Mail, Dear Teacher The Whales Song Tadpoles Promise Various books by Anthony Browne</p>	<p>Sports Day Challenge – How will we divide the space between children and spectators? Can we make a timetable of events? How many children can take part in each event and how many of each event will we need? Have we got enough PE equipment for each event? Can we write an invitation to parents and include the date and times for the event? Which events will need measurements and how will we measure?</p> <p>Can we produce a report on the event and include who came first, second, third etc. with the relevant measurements?</p>
Science	Humanities (Geography)
<p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>•explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>•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, and how they depend on each other</li> <li>•identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>•describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>•observe and describe how <b>seeds</b> and bulbs grow into mature plants</li> <li>•find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<p><b><u>Weather continued</u></b> <i>Human and physical geography</i></p> <ul style="list-style-type: none"> <li>•<i>identify seasonal and daily weather patterns in the United Kingdom (continue throughout year)</i></li> </ul>

Term 6		
TOPICS		
Computing	Art and design/ Design and Technology	PE
<p>Algorithms – programs on digital devices                      Understand the importance of precise and unambiguous instructions                      Create, Store &amp; Retrieve Digital Content                      Organise digital content                      Use Technology Safely &amp; Respectfully                      To know where to go for help when relevant                      Technology beyond school                      Proficiency – Typing Progress through stages</p>	<p>See Art Skills; - page 16                       Linked to book focus</p>	<p><b>Games (Striking and Fielding)</b></p> <ul style="list-style-type: none"> <li>• Fundamental Sports Skills (FMS)</li> <li>• Cricket and Playing simplified version of the game</li> </ul> <p>Can we write a formal letter inviting Governors to our Sports Day?</p>
Music	RE CHRISTIANITY	PHSE (SEAL themes)
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Ocarina</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Rounds</li> </ul> <p>Tudor Song - History Songsheet</p>	<p><b>Belonging/Myself</b>  <b>Symbolism</b></p> <ul style="list-style-type: none"> <li>- Church as community</li> <li>- Sunday Worship</li> </ul>	<p><b>7 Changes</b></p> <ul style="list-style-type: none"> <li>• Changing our behaviour</li> </ul> <p><b>Sex Education</b></p>