



Subject	Summer 1	Summer 2
Religion	<p style="text-align: center;">From Easter to Pentecost</p> <p>Home Learning – to make Easter Gardens Know that the resurrection of Jesus is a fundamental belief of Christians. Explain some Christian beliefs linked to the resurrection. Know the reasons for and ways in which we honour Mary during May. Explain some Christian beliefs linked to the Ascension Interpret the story of Jesus’ Ascension through art.</p> <p>Spirituality Week- daily focus on prayer lead by Year 6</p> <p style="text-align: center;">First Holy Communion</p> <p>Know the importance of their First Holy Communion Celebrate their First Holy Communion Organise a coffee morning to celebrate and raise money for Ukraine.</p>	<p style="text-align: center;">Pentecost Week</p> <p style="text-align: center;">Fire, Wind and Water Focus</p> <p>Religion, Art, Science, Music, Dance and History linked to Pentecost</p> <p style="text-align: center;">Luke’s Gospel: A ‘Godly’ Life</p>
Maths	<p>Multiplication and Division Worded Problems</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which objects are connected to m objects</p> <p>Fractions – Finding Fractions of Discrete and Continuous Quantities</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Ordering and Comparing Fractions</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators Recognise and use fractions as numbers:</p>	<p>Division</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p>Division – Two and Three-Digit Numbers by One-Digit Numbers including Halving</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Multiplication, Division and Fractions – Scaling and Correspondence Problems</p>

	<p>unit fractions and non-unit fractions with small denominators</p> <p>Adding and Subtracting Fractions with the Same denominator</p> <p>Add and subtract fractions with the same denominator within one whole</p> <p>516 (for example, $\frac{1}{7} + \frac{1}{7} = \frac{2}{7}$)</p> <p>Problems Solving with Fractions</p> <p>Solve problems that involve fractions</p> <p>Multiplying Multiples of 10</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Formal Written Multiplication</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written method</p>	<p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p>Long Division</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Time</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p>
<p>English</p>	<p>Adventure Stories – Flat Stanley, Kidnapped and Iron Man</p> <p>Read and analyse examples of the genre, to include a longer, serialised story.</p> <p>Discuss characters' feelings, behaviour,</p> <p>Recount a particular incident from a story in different ways, for example as a letter (using first or third person consistently).</p> <p>Plan and write a longer story with logical sequence of events, conflict and resolution.</p> <p>Write an adventure story, focusing on plot.</p> <p>SPAG: conjunction, use of adjectives and nouns, noun phrases and prepositions.</p>	<p>Persuasion - persuasive letter writing</p> <p>Highlight features of a letter.</p> <p>Compare features of different examples.</p> <p>Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader</p> <p>Poetry- The Magic Box by Kit Wright.</p> <p>Read, write and perform free verse</p> <p>SPAG: conjunction, use of adjectives and nouns, noun</p>

		phrases and prepositions.
Science	<p>Light <u>To finish from last term</u></p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the sizes of shadows change.</p> <p>Plants A walk to the woods to look at plants growing and new life.</p> <p>Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</p> <p>Investigate the ways in which water is transported within plants.</p> <p>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Healthy Living Week 13th June Learn about how we can live a long and healthy life. Cooking and exercise</p> <p>Plants Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</p> <p>Investigate the ways in which water is transported within plants.</p> <p>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>
Art/D&T	<p>Painting (linked to plants and Egyptians)</p> <p>Use paint and equipment correctly. Predict colour mixing results with increasing accuracy – colour wheel Use colour washes to build up thicker layers and paint detail. Use a brush to produce marks appropriate for work eg, teaching how to use dots and dashes</p>	<p>Making a Healthy Sandwich Finish from last term</p> <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

		<p>Textiles</p> <p>Design, make and evaluate a purse/wallet. (linked to Egyptians.)</p>
<p>PSHE Ten Ten</p>	<p>Wellbeing</p> <p>Daily mile- to understand the importance of exercise and healthy living.</p> <p>Module 2 Unit 3 – Created to Love Others</p> <p>Sharing Online Recognise that their increasing independence brings increased responsibility to keep themselves and others safe; Know how to use technology safely; Know how to report and get help if they encounter inappropriate materials or messages</p> <p>Chatting Online Know how to use technology safely; Know that bad language and bad behaviour are inappropriate; Understand that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; Know how to report and get help if they encounter inappropriate materials or messages</p> <p>Safe in My Body Know what kind of physical contact is acceptable or unacceptable and how to respond; Know that there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.</p>	<p>Wellbeing</p> <p>Daily mile- to understand the importance of exercise and healthy living.</p> <p>Module 3 Unit 1 and 2 – Created to live in the Community</p> <p>A Community of Love Know God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’ Know that the human family is to reflect the Holy Trinity in mutual charity and generosity What is Church? Learn that the human family can reflect the Holy Trinity in charity and generosity. Know that the Church family comprises of home, school and parish (which is part of the diocese).</p> <p>How Do We Love Others? Know that God wants His Church to love and care for others. Know how to devise practical ways of loving and caring for others</p> <p>Transition to Year 4</p> <p>Learn the routines of their new class Know how to feel safe and happy in a new class Art activities to begin displays</p>

	<p>Drugs, Alcohol and Tobacco</p> <p>Know medicines are drugs, but not all drugs are good for us. Know alcohol and tobacco are harmful substances. Know our bodies are created by God, so we should take care of them and be careful about what we consume First Aid Heroes</p> <p>Learn that in an emergency, it is important to remain calm. Understand that quick reactions in an emergency can save a life. Know that children can help in an emergency using their First Aid knowledge</p>	
<p>French</p>	<p>Listen and respond to instructions. Read, listen and respond to vocabulary. To demonstrate my understanding with actions. Understand and respond to action words. Listen to and copy pronunciation of colour words accurately</p>	<p>To ask and answer what is ‘there’. To recognise masculine and feminine clothing nouns.</p> <p>To use simple conjunctions to link vocabulary for clothes and accessories. To have a simple conversation about clothes.</p>
<p>Computing</p>	<p style="text-align: center;"><u>Keeping Informed</u></p> <p style="text-align: center;">Understand the difference between data and information. Use sensors, data-loggers and other tools as part of their investigations. Use branching and flat-file databases to enter, organise and search data, deriving information which they present in different forms.</p>	
<p>History</p>	<p><u>Egyptians</u></p> <p>Understand what was important to people during ancient Egyptian times.</p> <p>Compare the powers of different Egyptian gods.</p> <p>Find Egypt on a map</p> <p>Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording.</p> <p><u>Queen’s Platinum Jubilee</u></p>	
<p>Music</p>	<p><u>Time</u></p> <p>Identify the metre in a piece of music Play independent parts in more than one metre</p>	

	<p>Identify and perform in an ostinato Perform rhythmic ostinato Layer rhythms</p>
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