

## Topic: Out and About

## Term: Summer 1

Truthfulness	Week 1 15 <sup>th</sup> Apr	Week 2 22 <sup>nd</sup> Apr	Week 3 29 <sup>th</sup> April	Week 4 6 <sup>th</sup> May	Week 5 13 <sup>th</sup> May	Week 6 20 <sup>th</sup> May
English	Text- Out and About by Shirley Hughes Listening and responding to the poem, Out and About Organising and sharing ideas (sessions 1 and 2)	Text- Out and About by Shirley Hughes Thinking poetically about real experiences (sessions 3 and 4)	Text- Out and About by Shirley Hughes Thinking poetically about real experiences (session 5)	Text- Out and About by Shirley Hughes Performing poems – focus on rhythm and rhyme (sessions 6 and 7)	Text- Out and About by Shirley Hughes Performing poems – focus on rhythm and rhyme (sessions 8 and 9)	Text- Out and About by Shirley Hughes Performing poems – focus on rhythm and rhyme (session 10)
	Read, Write Inc – phonics, reading, handwriting, writing Story – The Selfish Giant (RWI) Poem – The Monster Under Your Bed (RWI)					
Maths	<b>Multiplication and Division</b>			<b>Fractions</b>		<b>Money</b>
	Count in 2's Count in 10's Count in 5's Recognise equal groups  (Introduce 2p, 5p, 10p coins)	Add equal groups Make arrays Make doubles	Make equal groups – grouping Make equal groups – sharing  <b>Multiplication/Division - assessment</b>	Recognise half of an object or a shape Find half of an object or a shape Recognise a half of a quantity Find half of a quantity	Recognise quarter of an object or a shape Find quarter of an object or a shape Recognise a quarter of a quantity Find quarter of a quantity <b>Fractions - assessment</b>	Unitising Recognise coins Recognise notes Count in coins  <b>Money - assessment</b>
	Money – coin recognition, making simple amounts through role play shop					
Science	Observing seeds	Parts of a plant	Garden and wild plants	Terrific trees	Fruit and veg plants Plant Raised bed	Comparing plants
DT	Building structures – using construction kits/blocks investigate ways to create a 3d structure (bridge)		Building structures – investigate ways to use sticks/card/straws/junk to create a 3d structure (a building with a roof)		make a self-supporting 3d structure (A bed to illustrate The Monster Under Your Bed poem?)	
Computing			Unit 1.7 Coding Introduction to coding. • Children can explain what is meant by coding.	Introduction to block coding on screen. • Children can explain what a block of code is. • Children can read through combined blocks of code. • Children know that for the computer to make something happen, it needs to follow clear instructions.		
History		Bramley School – how did the school develop and grow?	Bramley village – what changes have taken place within living memory? (railway, shops, housing) History of buildings. (design, materials)	Changes in the village – use of photos as evidence source	Gertrude Jekyll – the artist gardener	
Geography		Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features within Bramley	Village walk – station (Fieldwork) (History link)		Village walk – historical. Link to GJ (Fieldwork)	

Forest School	Group 1	Group 2	Group 1	Group 2	Group 1	Group 2
Music	Charanga Unit – Your Imagination Listen and appraise	Charanga Unit – Your Imagination Learning the song Playing instruments	Charanga Unit – Your Imagination Learning the song Playing instruments	Charanga Unit – Your Imagination Improvise and compose	Charanga Unit – Your Imagination Thinking about performance	Charanga Unit – Your Imagination Performance
Art and Design <i>See Learning Journey</i>	Who was Van Gogh? Investigate art of Van Gogh and use art vocabulary to talk about his work	Van Gogh's self-portrait Self-portraits	The artwork of Giuseppe Arcimboldo	Create portraits (paint, print, draw)	Create portraits (paint, print, draw)	The colour wheel – designing a garden like Gertrude Jekyll
RE	<b>Why do Jewish families celebrate the gift of Shabbat?</b> What do we do in the week? What do we do at the weekend?	Why could it be important for some Jewish families to do something different during Shabbat?	What do some Jewish families do during the Friday night meal which marks the beginning of Shabbat?	What do some Jewish families do during Shabbat and what could happen to mark the end of Shabbat?	What objects might we use to help us to remember a special day? How could this time be seen as a gift?	Why and how do Jewish families celebrate the whole of Shabbat?
PSHE	Relationships Families	Relationships Making Friends	Relationships Greetings	Relationships People Who help Us	Relationships Being My Own Best Friend	Relationships Celebrating My Special Relationships
P.E. & Games	Sports Stars - football	Sports Stars - football Circle Dance/Maypole	Sports Stars - football Circle Dance/Maypole	Sports Stars - football	Sports Stars - football Circle Dance/Maypole	Sports Stars - football Circle Dance/Maypole