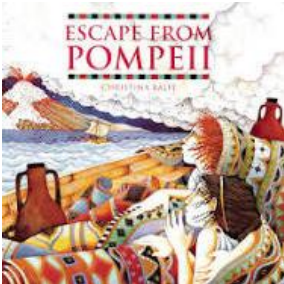
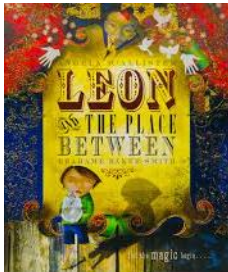


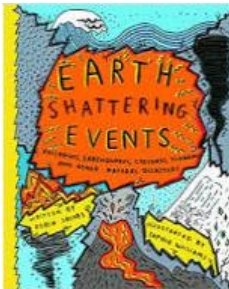








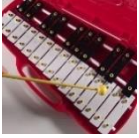


*"I have set you an example that you should do as I have done." (John 13:15)*

2023 – 2024 Summer Term Planning for Horse Chestnut Class

Term Dates	Summer 1 08.03.24 – ( weeks)	Summer 2 24 – 24 ( weeks)
English  Writing Roots (Writing)  Themes:  Hope and Courage (Summer 1)  Magic and Truth (Summer 2)	<p><b>Key Texts:</b></p> <p><b>The Bear and the Piano</b> by David Litchfield</p> <p>Writing outcomes: <b>Own version narratives about bravery</b>, letters of advice, short news reports, writing in role, retellings, information posters</p> <div><p><b>Escape from Pompeii</b> by Christina Balit</p><p>Writing outcomes: <b>Newspaper reports</b>, setting descriptions, diaries, letters, thought bubbles</p></div> <div><p><b>Leon and the Place Between</b> by Graham Baker-Smith</p><p>Writing outcomes: <b>Own version fantasy narratives</b>, persuasive posters, setting descriptions, thought bubbles/diaries, dialogue</p></div> <div><p><b>The Heart and the Bottle</b> by Oliver Jeffers</p><p>Writing outcomes: <b>Own version ‘dilemma’ narratives</b>, character descriptions, narrative retellings</p></div>	
English  Literary Leaves (Reading)	<p><b>Key Texts:</b></p> <div><p><b>Zombierella</b> by Joseph Coelho</p></div> <div><p><b>Earth Shattering Events</b> by Robin Jacobs</p></div> <div><p><b>The Magic Finger</b> by Roald Dahl</p></div> <div><p><b>Arthur and the Golden Rope</b> by Joe Todd-Stanton</p></div>	
Mathematics (White Rose units)	<p><b>Number</b></p> <ul style="list-style-type: none"><li>Fractions – finding fractions of an amount and equivalent fractions</li><li>Recap of addition, subtraction, multiplication and division</li></ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"><li>Time – hours, days, months and years, telling the time to the hour, half and quarter hour, 5- and 1-minute intervals, digital time (Y3) and finding durations</li><li>Mass, capacity and temperature – units of measure, add, subtract and compare</li></ul> <p><b>Statistics</b></p> <p>Tally charts, pictograms, bar charts and tables</p>	

<b>Science</b>	<p><b>Light (continued from Spring Term)</b></p> <p><b>Living Things and Their Habitats</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</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>Living Things and Their Habitats</b></p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>
<b>Computing</b>	<p><b>Unit 3.1 Coding</b></p> <ul style="list-style-type: none"> <li>• To understand what a flowchart is and how flowcharts are used in computer programming.</li> <li>• To understand that there are different types of timers and select the right type for purpose.</li> <li>• To understand how to use the repeat command.</li> <li>• To understand the importance of nesting.</li> <li>• To design and create an interactive scene.</li> </ul>	<p><b>Unit 4.10 An Introduction to Artificial Intelligence</b></p> <ul style="list-style-type: none"> <li>• To learn what is meant by the term artificial intelligence.</li> <li>• To be clear about ways artificial intelligence is used in our everyday lives.</li> <li>• To consider the future of artificial intelligence</li> <li>• To look at how artificial intelligence is used in music and the arts to create things.</li> </ul>
<b>RE</b>	<p><b>L2.4 Expressing</b></p> <p><b>Why do people pray?</b></p> <ul style="list-style-type: none"> <li>• To think about what it means to pray</li> <li>• To understand what happens in Islamic prayer</li> <li>• To understand the meaning of the Lord's Prayer and to think about how and why Christians pray</li> <li>• To know ways in which Hindus pray and worship at home and in the Mandir</li> <li>• To compare what is similar and different in the words of three prayers (Muslim, Christian, Hindu).</li> <li>• Find out about people's ideas about prayer.</li> </ul>	
<b>History</b>	<p><b>Why does Britain have a monarchy?</b></p> <ul style="list-style-type: none"> <li>• What were the consequences of the Romans leaving Britain?</li> <li>• How did the Anglo-Saxons settle in Britain?</li> <li>• Alfred the Great. How great was he?</li> <li>• What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain?</li> <li>• How did William the Conqueror become King of England?</li> <li>• How has our monarchy changed over time?</li> </ul> <div data-bbox="416 1581 512 1709">  </div> <div data-bbox="557 1574 665 1709">  </div> <div data-bbox="700 1574 805 1709">  </div>	<p><b>Castles (local history study)</b></p> <ul style="list-style-type: none"> <li>• How did the Celts defend themselves?</li> <li>• How did Rome defend its empire?</li> <li>• What was the first defensive structure in Warwick?</li> <li>• How did William the Conqueror rule?</li> <li>• How did castles change?</li> <li>• What is Warwick castle like?</li> </ul> <div data-bbox="1252 1424 1477 1592">  </div> <p><b>Special Event – School's 150<sup>th</sup> birthday</b> Victorian schooling – similarities and differences.</p>
<b>Art &amp; Design (Following Kapow)</b>	<p><b>Drawing: Power prints (continued from Spring Term)</b></p> <p><b>Sculpture and 3d: Abstract Shape and Space</b></p> <ul style="list-style-type: none"> <li>• To join 2D shapes to make 3D structures</li> <li>• To join materials in different ways when working in 3D</li> <li>• To develop ideas for 3D artwork</li> <li>• To apply knowledge of sculpture when working in 3D</li> <li>• To evaluate and improve an artwork</li> </ul>	<div data-bbox="1024 1736 1358 2040">  </div>

<b>Design Technology</b> (Kapow)		<b>Structures: Constructing A Castle</b> <ul style="list-style-type: none"> <li>To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure</li> <li>To design a castle</li> <li>To construct 3D nets</li> <li>To construct and evaluate final products</li> </ul>
<b>Music</b> (Kapow)	<b>Caribbean (Instrumental Lessons)</b> Learning about the history and features of Calypso music, performing a calypso style song with voices and tuned percussion in multiple parts and playing from staff notation.	 
<b>PE</b> (PE Planning)	<b>Orienteering</b> <ul style="list-style-type: none"> <li>To work cooperatively as part of a team.</li> <li>To understand different points on a map.</li> <li>To communicate effectively with others.</li> <li>To make a map.</li> <li>To participate in team games solving problems with others.</li> </ul>	<b>Volleyball</b> <ul style="list-style-type: none"> <li>To watch the ball as it travels</li> <li>To react quickly.</li> <li>To get in line with the ball as it's travelling.</li> <li>To send the ball accurately.</li> <li>To perform a 'dig' shot.</li> <li>To compete against others.</li> </ul>
	<b>Athletics</b> <ul style="list-style-type: none"> <li>To throw an object by overarm, underarm, pulling, pushing and slinging.</li> <li>To run in races of varied distances.</li> <li>To combine different types of jumping.</li> <li>To run for distance.</li> <li>To perform competitively with others.</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>Throw a ball with increasing accuracy.</li> <li>To hit a ball towards the target.</li> <li>To catch a ball with increasing control.</li> <li>To choose fielding skills to make it difficult for an opponent.</li> <li>To successfully hit a ball from a tee.</li> <li>To participate in games, showing good teamwork.</li> </ul>
<b>PSHE</b> (most units taken from our federation scheme: Coram Life Education SCARF)	<b>Being my Best (continued from Spring Term)</b> <b>Keeping Safe</b> <ul style="list-style-type: none"> <li>To identify safe and unsafe secrets</li> <li>To identify safe and unsafe situations and people who can help</li> <li>To define and know the difference between danger and risk</li> <li>To identify risk factors and ways of reducing them</li> <li>Identify situations which are either dangerous, risky or hazardous</li> <li>To identify images that are safe/unsafe to share online</li> </ul>	<b>Growing and Changing</b> <ul style="list-style-type: none"> <li>To identify which parts of the human body are private</li> <li>To identify different types of relationships</li> <li>To understand what is meant by body space (or personal space)</li> <li>To describe some of the changes that happen to people in their lives</li> </ul>
<b>Topic Enrichment Activities</b> (which may take place as topic launch activities or end of topic celebration activities)	<b>Microscopes in school from the Royal Microscope Society</b> <ul style="list-style-type: none"> <li>Rockstars and Robots Day 17<sup>th</sup> April</li> <li>Whole school trip to St John's Museum 4<sup>th</sup> May</li> <li>Road Safety Talks 5<sup>th</sup> June</li> <li>School's 150<sup>th</sup> Birthday Celebration 14<sup>th</sup> June</li> <li>Circus Skills Day 25<sup>th</sup> June</li> </ul> 