

Foxes new topic for the Summer Term is

Magnificent Monarchs



This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns. During the Summer 2 term we will focus on castles of the British Isles.

English Summer Term

The children will be focusing on their creative writing this term using the following stories as inspiration.

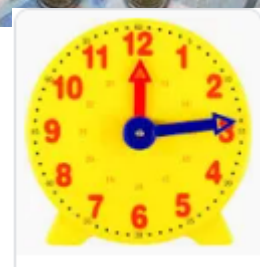
- Grandads Island
- The Perfect Pet
- Dread Cat
- A cloudy lesson
- Marshmallow
- Flat Stanley



Maths Summer Term

In maths this term we will be looking at -

- Length and height
- Mass, volume and capacity
- Fractions
- Money
- Time



Science

Summer 1 and 2 – Animal Survival

This project teaches children about growth in animals by exploring the life cycles of some familiar animals. They build on learning about the survival of humans by identifying the basic needs of animals for survival, including food, water, air and shelter.



Art

Summer 1 – Portraits and poses

This project is linked to Magnificent Monarchs. This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.



DT

Summer 2 – Cut, stitch and join

This project is linked to Magnificent Monarchs.

This project teaches children about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.



PE

Summer 1

Net and wall games

Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.

Athletics



In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.

This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

Summer 2 – Striking and fielding games

Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games.

This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

Team Building

In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving, They are given the opportunity to discuss and plan their ideas and reflect on their success.



This unit links to the following strands of the NC: participate in team games, developing simple tactics.

Music

Summer 1 – Great Fire of London



Through the topic of the 'Great Fire of London', pupils explore dynamics, pulse, beat and rhythm using both Western and graphic notation and interpreting dynamic symbols. Pupils create music in response to a non-musical stimulus, sing and perform on instruments with a partner, in small groups and as a whole class ensemble and begin to develop

knowledge and understanding of baroque music.

Summer 2 – Jupiter

In this unit pupils will explore the instruments of the orchestra and the descriptive music of the

Romantic period through the theme of space, specifically Jupiter. Pupils will be responding to music with increasing confidence. Recreating excerpts of the music exploring classroom percussion as a class and in small groups, before creating their own Jupiter hymn inspired school anthem.

Pupils will have created performances as a whole class, the process being modelled before working independently in small groups.

The pupils will not listen to the whole of Holst's Jupiter only sections. If pupils are completing quiet tasks in lessons during the unit, play Jupiter in its entirety as background music.



PSHE

Summer 1 – Being My Best

Foxes will be learning about –

- You can do it!
- My day
- Harold's postcard - helping us to keep clean and healthy
- Harold's bathroom
- What does my body do?
- My body needs... (OPTIONAL)
- Basic first aid

Summer 2 – Growing and Changing

Foxes will be learning about -

- A helping hand
- Sam moves away
- Haven't you grown!
- My body, your body
- Respecting privacy
- Some secrets should never be kept

Religious Education

Summer 1 – What does it mean to belong to a faith community

In this topic we will-

Make Sense of Belief

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people

Understand Impact

- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)

Making Connections

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

Summer 2 – Who is a Muslim and how do they live?

In this topic we will –

Make Sense of Belief

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad

Understand Impact

- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g., care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action

Making Connections

- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Computer Science

Summer 1 – Creating media – digital writing

Promotes understanding of the various aspects of using a computer to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.

Summer 2 – Programming B - Programming animations

This unit introduces learners to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.