



Curriculum Sequence Summer Term 2 Academic Year 2024-2025

Week	Maths Statistics Position and movement Reasoning and problem solving Arithmetic	English Writing for different purposes: Information texts Letter writing poetry	Science Plants and animals	R.E.	History	Geography Map skills	Computing Online safety Music though IT	Music	DT Sewing Designing a pouch for an explorer	ART	PSED Growing and changing	PE STAGS-Football Teamwork
1	To solve number sentences using all 4 calculations: addition, subtraction, multiplication, and division. To interpret pictograms. To interpret block diagrams.	Text: Dear Greenpeace I can make a prediction I can create a poster to inform I can write a character description I can discuss the author's choice of vocabulary	I wonder if all animals eat the same food?	What sort of leader was Moses? To explain the qualities Moses had as a leader.		I can use maps, globes, and atlases to gain information.	To understand what 2sequence is and explore what happens when sounds are moved.		To identify specific features of pouches.		A helping hand: Demonstrate simple ways of giving positive feedback to others	The focus of the learning is to introduce teamwork. Pupils will start to learn and understand what makes an effective team.
2	To understand and create tally charts. To understand and create tables. To interpret block diagrams. To interpret pictogram. To solve number sentences using all 4 calculations addition, subtraction, multiplication and division.	Text: Dear Greenpeace I can research and present facts I can write an informal letter I can write a letter to inform and persuade I can use prior knowledge to add detail to my writing	I wonder how important plants and animals are to each other in a habitat?	Why did people follow Jesus? To understand the term 'who you would follow without question'		I can use maps to recognise geographical features.	To explain what bullying is and how people may bully others, and bullying can make someone feel.		To use a template when following a design		Sam moves away: Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.	The focus of the learning is to develop the skills required to make an effective team.

3	<p>To understand and create tally charts. To understand and create tables. To interpret block diagrams. To interpret pictograms. To solve number sentences using all 4 calculations addition, subtraction, multiplication and division.</p>	<p>Text: The Flower I can make a prediction based on the title of a book I can infer how a character is feeling from what they do or say I can predict the ending story based on what has happened so far</p>	<p>Where does a plant come from?</p>	<p>What made Jesus a great leader? To explain why.</p>	<p>I can use maps to recognise geographical features.</p>	<p>To explore and add sounds to create tunes that depict feelings.</p>	<p>I can make a running stitch with a needle and thread</p>	<p>Haven't you grown! Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</p>	<p>Why is it important to trust our partner (team) if we are going to be successful? Pupils will develop their communication skills to enable them to complete a challenge.</p>
4	<p>To interpret pictograms. To create pictograms (2's, 5's, 10's.) To interpret pictograms. To understand and interpret data from block diagrams, pictograms, and tally charts. To solve number sentences using all 4 calculations addition, subtraction, multiplication and division.</p>	<p>Text: Sea Life Centre Trip related work I can write questions to gather information I can write to inform and persuade I can create an information leaflet</p>	<p>I wonder what a plant needs to grow and keep it healthy?</p>	<p>What Christian values do modern leaders show?</p>	<p>I know what symbols on a map mean.</p>	<p>To explain why anyone who experiences bullying is not to blame.</p>	<p>I can design a pouch following the design criteria.</p>	<p>My body, your body! Identify which parts of the human body are private. Explain that a person's genitals help them to make babies when they are grown up;</p>	<p>Continue to develop our cooperation and communication skills to help us complete a challenge as a team.</p>
5	<p>To use the language of position. To describe the movement of the object. To describe the turn of the object. To describe movement and turns. To understand and describe the shape patterns with turns. To solve number sentences using all 4</p>	<p>Text: It starts with a bee I can write to inform I can research a topic by making notes and asking questions I can present facts in different ways I can create a bee fact file</p>	<p>I wonder if a seed needs soil to be able to germinate?</p>	<p>What Christian values do modern leaders show?</p>	<p>I know how to use a compass. I know how to use a compass to follow and give instructions.</p>	<p>To create my own tune using some of the chosen sounds.</p>	<p>To make a pouch following a design</p>	<p>Respecting privacy: Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples</p>	<p>Explore simple strategies as a team.</p>

	calculations addition, subtraction, multiplication and division.			
6	<p>To describe movement and turns.</p> <p>To solve position and direction problems.</p> <p>To solve number sentences using all 4 calculations addition, subtraction, multiplication and division.</p>	<p>Text: It starts with a bee</p> <p>I can write instructions: How to make a bee house</p> <p>Poetry: I can write a bee-inspired kenning I can write a bee-inspired Haiku</p>	<p>I wonder if all plants grow from seeds?</p>	<p>Who are religious leaders?</p> <p>To learn about religious leaders in different faiths.</p>

I can create my own map using ordinate symbols	To talk about how anyone experiencing bullying can get help.

I can evaluate a finished product

of different types of private information.	
Some secrets should never be kept. Identify how inappropriate touch can make someone feel. Understand that there are unsafe secrets and secrets that are nice surprises. Explain that if someone is being touched in a way that they don't like, they have to tell someone in their safety network so they can help it stop.	The focus of the learning is to explore simple strategies as a team to help us solve a problem.