

Summer Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
History	Question	How do plants grow?	What are the parts of a plant and what do they do?	How has our plant changed?	What changes do you notice over the year in the weather? What are the four seasons of the year and what changes can we observe?	How are we as humans different to plants? What happens when animals get older? eg grow into adult. What happens when humans get older? How does the appearance of humans and animals change as they get older?	What do I need to eat to keep my body healthy? What are the names of fruit and vegetables? What do humans need to stay alive? What does my body need to grow?	What are the parts of my body?	Do plants grow on the Moon? Can animals and plants live on the moon?	What shape is the Sun, Moon and Earth? Which is the biggest, the Sun, Moon or Earth? What is the Earth made of?	Why do we need to wear sunglasses when it's sunny? What happens to the sun when it's cloudy?	How can we move objects?	
	Skills	Ask and answer scientific questions about the world around them. Use simple equipment to measure and make observations. Observe objects, materials, living things and changes over time. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. Use simple equipment to measure and make observations. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Observe objects, materials, living things and changes over time. Sorting and grouping them based on their features and explaining their reasoning.	Ask and answer scientific questions about the world around them. Use simple equipment to measure and make observations. Observe objects, materials, living things and changes over time. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. Use simple equipment to measure and make observations. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Observe objects, materials, living things and changes over time. Sorting and grouping them based on their features and explaining their reasoning.	Ask and answer scientific questions about the world around them. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. Use simple equipment to measure and make observations. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Observe objects, materials, living things and changes over time. Sorting and grouping them based on their features and explaining their reasoning.	Observe phenomena and group them based on simple differences. Talk about what they have done and say, with help, what they think they have found out.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. I can name the part of the human body and label them. I know that it is important to keep my teeth clean.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. I can suggest ways of looking after our environment, including the streets, parks, and woodland.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. I can name the part of the human body and label them. I know that it is important to keep my teeth clean.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. I can suggest ways of looking after our environment, including the streets, parks, and woodland.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. I can name the part of the human body and label them. I know that it is important to keep my teeth clean.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. I can suggest ways of looking after our environment, including the streets, parks, and woodland.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. I can name the part of the human body and label them. I know that it is important to keep my teeth clean.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. I can suggest ways of looking after our environment, including the streets, parks, and woodland.
Science	Question	How do plants need food, light and water to be able to grow. I know that if plants do not have all 3 they will not grow. I know that plants change as they grow.	I know that plants have different parts. I know that each part has a different function. I know how the parts of a plant work together.	I know that plants grow over time when given water, food and light. I know that our plant has changed. I know how our plant has changed.	I can explain some of the main differences in weather and appearance at different times of the year. I know that all animals, including humans, grow and change as they become older. I can recognise that human appearance changes over time eg we get taller, heavier.	I know that the body needs a healthy diet to keep it healthy. I know that fruits and vegetables are part of a healthy diet. I can recognise some fruits and vegetables and name them. I know that we need food, water and air and water to stay alive. I know that all animals, including humans, need to feed to grow and to be active.	I know that the body needs a healthy diet to keep it healthy. I know that fruits and vegetables are part of a healthy diet. I can recognise some fruits and vegetables and name them. I know that we need food, water and air and water to stay alive. I know that all animals, including humans, need to feed to grow and to be active.	I can name the part of the human body and label them. I know that it is important to keep my teeth clean.	I know that plants need sunlight to grow (reap from plants topic). I know that animals and plants do not live on the Moon because there is no air and water.	I understand that the Sun, Moon, and the Earth are spherical. I know the Earth has land, water and air and the moon does not have land, water and air. I can order the size of the Sun, Moon and Earth.	I know light from the sun can be dangerous and eyes need to be protected. I know that the sun is a source of light even when it is behind a cloud.	I know that humans move objects with a push or a pull. I know that there are many sorts of movements which can be described in many ways and that movement can be stopped.	
	Skills	Introduce our topic - we are looking at plants. This term we will be growing our own plant through the term and record each week how it changes each week. What do plants need to grow? Discuss in partners. <a href="https://www.bbc.co.uk/primary/5ks/craft/">https://www.bbc.co.uk/primary/5ks/craft/</a> Read the PP introducing it.	Look at the parts of a plant. Look at PP and videos showing the different parts. <a href="https://www.bbc.co.uk/primary/5ks/craft/">https://www.bbc.co.uk/primary/5ks/craft/</a> Activity: Label the parts of a plant and the function of each part.	Children to discuss how it has changed throughout the term. Activity: Children to finish their diary and write a	Observing seasonal changes in the school grounds (change over time)	Matching activities. The phases of human life. Timeslots	Sorting fruit/vegetables - Likelihood like sweetest/sour. Spelling words, colour, potato peel. Labeling fruit and vegetables and writing sentences about them.	Sorting fruit/vegetables - Likelihood like sweetest/sour. Spelling words, colour, potato peel. Labeling fruit and vegetables and writing sentences about them.	Build a person game (like Beetle) like at home. Heads/Shoulders/Knees and Toes (add in different body parts) Labeling parts of the body, large scale diagrams. Discussing teeth cleaning.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.
Geography	Question	What is a woodland? What is it like?	What are woodlands like? What might I see in a woodland environment? What resources does a woodland environment provide?	How have humans impacted on woodlands and forests?	How can we care for our environment? What is recycling?	What features does a map need?	How can we use a map and a compass to find our way around? What is north, east, south and west?						
	Skills	I can ask and answer geographical questions. I know what a woodland environment is like. I can name some plants and animals that might be found there.	I can ask and answer geographical questions. I can locate woodlands on local maps using a key. I know that woodland environments are characterized by trees. I know that woodlands in different parts of the world might have different trees. I know some animals that live in woodlands.	I can ask and answer geographical questions. I know that people have cut down trees, woodlands and forests and that this has impacted on the environment and destroyed habitats. I know that people have planted trees and woodlands in an attempt to save habitats.	I can suggest ways of looking after our environment, including the streets, parks, and woodland.	I can devise a simple map of a woodland environment and construct basic symbols in a key.	I can use a compass directions and locational language (N, E, S, W)						
RE	Question	How do people worship?	How do people worship?	Why do people pray in different religions?	What is Ramadan?	What is Eid and how is it celebrated?							
	Skills	I can talk about different types of Christian prayers - sorry, thank you, bidding, traditional. I know that prayer is communication with God. I know different types of prayers. I know some traditional Christian prayers.	I can identify different kinds of prayers. I know that prayer is communication with God. I know different types of prayers. I know some traditional Christian prayers.	I know that Muslims pray 5 times a day. I know that Muslims face Meccah when praying. I know what a prayer mat is.	I can explain what Ramadan is. I know how fasting works during Ramadan.	I know that Eid is an important Muslim celebration.							
PSHE	Question	How do I make and keep good relationships?	How do I make and keep good relationships?	How do I make and keep good relationships?	How do I make and keep good relationships?	How do I make and keep good relationships?							
	Skills	I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me.	I can identify what being a good friend means to me. I know how to make a new friend.	I can recognise which forms of physical contact are acceptable and unacceptable to me. I know who can help me in my school community. I know when I need help and know how to ask for it.	I can recognise my qualities as a friend and relationships. I know ways to praise myself.	I can tell you why I appreciate someone who is special to me. I know how to express how I feel about others.	What does it mean to be unique? I understand that everyone is unique and special. I can express how I feel when change happens. I understand and respect that I see in myself. I can tell you how my body has changed since I was a baby.	What changes can I see in other people? Why do these changes happen? I understand and respect the changes that I see in other people. I can identify the parts of the body that make boys different to girls and can use the correct names for these parts outside of school.	Who can I ask for help? Why might I need to do this? I know who to ask for help if I am worried about change. I understand that every time I learn something new I change a little bit.				
Computing	Question	How can we use ICT to explore our school? (Use of Google Earth)	How can we use ICT to explore our school? (Use of Google Earth)	How can we use ICT to explore our local area? How do we programme a Beebot to reach its desired destination?	How can we use ICT to explore our local area? How do we programme a Beebot to reach its desired destination?	How can we use ICT to explore our local area? How do we programme a Beebot to reach its desired destination?							
	Skills	To use logical reasoning to predict and control the behaviour of simple programs. To know and understand how to use Google Earth. To look at aerial views of our area and identify the key used for roads and landmarks. To explore our local area using a virtual tour of first familiar places.	To use logical reasoning to predict and control the behaviour of simple programs. To know and understand how to use Google Earth. To look at aerial views of our area and identify the key used for roads and landmarks. To explore our local area using a virtual tour of first familiar places.	To understand what algorithms are, how they are implemented on digital devices, and that programs execute by following precise and unambiguous instructions. To manipulate a computer programme to create a picture of our classroom. To know how to control a mouse.	To understand what algorithms are, how they are implemented on digital devices, and that programs execute by following precise and unambiguous instructions. To manipulate a computer programme to create a picture of our classroom. To know how to control a mouse.	To understand what algorithms are, how they are implemented on digital devices, and that programs execute by following precise and unambiguous instructions. To manipulate a computer programme to create a picture of our classroom. To know how to control a mouse.	To understand what algorithms are, how they are implemented on digital devices, and that programs execute by following precise and unambiguous instructions. To manipulate a computer programme to create a picture of our classroom. To know how to control a mouse.	To understand what algorithms are, how they are implemented on digital devices, and that programs execute by following precise and unambiguous instructions. To manipulate a computer programme to create a picture of our classroom. To know how to control a mouse.					
Art	Question	How can I create an observational drawing?	What is natural art?	What is the most challenging part of natural art?	Can I create my own natural art in the style of James Brunt?	How can I create patterns using fruit and veg? What actions can I use?							
	Skills	I can observe a plant. I can use sketching pencils. Use sketching pencils, Austin's Butterfly to observe and sketch a flower. Looking at images of natural art.	I can identify natural art. I can explore ideas and collect visual information. I know who James Brunt is and what he does. I know that natural art is made of natural resources found outdoors such as leaves, twigs, shells, pebbles etc. I know that natural resources can be arranged to create beautiful shapes, patterns, pictures, structures and visual images.	I can find and discover natural beauty. I can explore ideas and collect visual information. I can develop ideas from a variety of starting points including the natural world. I know how to take a photograph. I know how to focus the camera and use a zoom feature to show a close up object.	I know how to create aesthetically pleasing visual images. I know how to use and make shapes, patterns and structures. I know that natural art doesn't last forever. I know how to take a photograph. I know how to focus the camera and use a zoom feature to show a close up object.	I know how to press, rub, tap and stamp. I know how to use tools for an appropriate purpose. I can create a clay model of a woodland animal.							
Design	Question	Can you create a wool weaving inspired by the colours of a woodland?	How can I make my food product appealing? What equipment and ingredients will you need to make your product? What did your product taste like? How could you make it better?	How can I make my food product appealing? What equipment and ingredients will you need to make your product? What did your product taste like? How could you make it better?	What is recycling? Why is recycling important?	Can you design and create a Space inspired picture? What techniques do I need to use? What textures can I use to create a Space inspired picture? How can I join these materials together?							
	Skills	I can use existing products to inform my design. I can evaluate my product against my design criteria. I can colour fabrics using paints to print and paint. I can use a template to cut out shapes. I can join fabrics using glue and a running stitch. I can decorate textiles using buttons, beads, sequins and ribbons. I can attach embellishments to create a desired effect using glue and/or a stitch. I can use weaving to create a pattern. I can select from and use a range of tools and equipment to perform practical tasks.	I can design an appealing food product for myself and others. I can talk about my design. I can describe food using my senses. I can use the right tools to cut, peel, grate and chop. I can read a scale to measure and weigh out ingredients. I can select from and use a range of equipment to perform practical tasks.	I can describe food using my senses. I can use the right tools to cut, peel, grate and chop. I can read a scale to measure and weigh out ingredients. I can select from and use a range of equipment to perform practical tasks. I know what materials can be recycled and why this is important.	I can describe food using my senses. I can use the right tools to cut, peel, grate and chop. I can read a scale to measure and weigh out ingredients. I can select from and use a range of equipment to perform practical tasks. I know what materials can be recycled and why this is important.	I can colour fabrics using paints to print and paint. I can use a template to cut out shapes. I can join fabrics using glue and a running stitch. I can decorate textiles using buttons, beads, sequins and ribbons. I can attach embellishments to create a desired effect using glue and/or a stitch. I can use weaving to create a pattern. I can select from and use a range of tools and equipment to perform practical tasks.							
PE	Question	Can I throw a small ball with one hand?	Can I catch a small ball using a cone?	Can I roll a ball to a partner under control?	Can I throw a small ball towards a specific target?	Can I bounce a small ball with a partner?							
	Skills	I know how to throw using the under arm technique. I know I need to cup the ball into the cone. I know how to aim towards my partner before I roll. I know I need to aim towards my target.	I know I need to cup the ball into the cone. I know how to aim towards my partner before I roll. I know I need to aim towards my target.	I know I need to aim towards my partner before I roll. I know I need to aim towards my target.	I know I need to aim towards my partner before I roll. I know I need to aim towards my target.	I know I need to aim towards my partner before I roll. I know I need to aim towards my target.	I know I need to aim towards my partner before I roll. I know I need to aim towards my target.	I know I need to aim towards my partner before I roll. I know I need to aim towards my target.					
MUSIC	Question	Do you like the song?	What instruments can you hear?	Is the piece fast or slow?	Does the song make you feel happy or sad?	Are there a lot of instruments being used or little?							
	Skills	I can sing in tune through songs and pitch matching the reasons why. I can identify the simple elements of Music within the song. I can identify a change in the beat. I can identify the simple elements of Music.	I can identify the simple elements of Music within the song. I can identify a change in the beat. I can identify the simple elements of Music.	I can identify the simple elements of Music. I can use my body and voice to make sounds. I can interpret simple notation.	I can identify the simple elements of Music. I can use my body and voice to make sounds. I can interpret simple notation.	I can identify the simple elements of Music. I can use my body and voice to make sounds. I can interpret simple notation.	I can identify the simple elements of Music. I can use my body and voice to make sounds. I can interpret simple notation.	I can identify the simple elements of Music. I can use my body and voice to make sounds. I can interpret simple notation.					