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| **STOCKHAM _CRESTTheme:**  Beside the Sea  Term 6    **Breadth:** | | | | |
| **As writers:**  Segment spoken words into phonemes, spelling many correctly.  Learn new ways of spelling phonemes for which one or more spelling can be used.  Ask and answer questions.  Use suffixes ‘ful’ and ‘less’  Describe using the 5 senses.  Use ‘ly’ to turn adjectives into adverbs.  Proof reading to check for errors in spelling and punctuation. | | **Being physically active:**  **Focus:** Athletics.  **Focus:** Invasion Games  **Our PE days are: Monday’s and Thursdays.** However, please can children have their PE kit in school **everyday** due to sports day practice and other sporting events. This should include **trainers** and **house coloured t-shirt.** | **As computer Experts:**  I can identify the start of a sequence.  I know that a programme needs to be started.  Explain that a sequence of commands has an outcome.  Create a programme using a given design.  Change a given design.  Create and improve my own programme designs. | **As scientists:**  Understand living organisms are suited to live in one or more habitats.  Understand why rainforests are important and how they are endangered.  Understand an ocean habitat.  Identify the difference between the polar habitats.  Understand what animals are best suited to desert, underground and ocean habitats. |
| **As readers:**  Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  Read accurately by blending the sounds in words.  Read accurately words of two or more syllables.  Listen to, discuss and express views about stories at a level beyond that at which they can read independently.  Discuss the sequence of events in stories.  Become increasingly familiar with retelling stories.  Make simple inferences.  Answering and answering questions. | | **As Historians:**  Identify features of a seaside holiday.  Use photographs to find clues as to what seaside holidays were like in the past.  Explore what seaside holidays were like 100 years ago.  Place seaside holidays in chronological order.  Compare and contrast seaside holidays now and in the past.  Find out when Christopher Columbus lived and what he was trying to achieve.  Explore Christopher Columbus’s voyages and what he brought back for Europe. | **Religious Education:**  Does completing Hajj make a person a better Muslim?  Understand what happens during Hajj and explore the importance of it for Muslims. | **As citizens (PSHCE): Changing Me**  I can recognise cycles of life in nature.  I can tell you about the natural process of growing from old to young.  I recognise some changes are out of my control.  I recognise how my body has changed since I was a baby and I am proud that I am becoming more independent.  I recognise the physical differences between boys and girls and use the correct names for parts of the body.  I understand there are different types of touch and I can tell which ones I like and don’t like.  I am looking forward to when I change year groups. |
| **As musicians:**  use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  experiment with, create, select and combine sounds using the inter-related dimensions of music   listen with concentration and understanding to a range of high-quality live and recorded music’ | | **As Mathematicians:**  **Statistics**  Tally charts.  Tables.  Draw and interpret pictograms.  **Mass, capacity and temperature.**  Compare mass.  Measure in grams and kilograms.  Measure in millilitres and litres  Compare volume and capacity. | **As geographers:**  Locate and identify continents and oceans.  Explore human and physical features of British beaches.  Explore British seas.  Use fieldwork skills to find out about a place. | **As artists:**  Understand artists have used the seaside as inspiration for hundreds of years.  Understand artists use beach settings to depict different emotions.  Know and explain why artists carried sketch books with them.  Use colours to create warm and cold feelings within a picture.  Use expressive mark making  Use short thick strokes to capture the look of the sea.  Use quick strokes to show movement.  Experiment with pastels and charcoal  **Finalised intention:** Peter- Randell inspired clay shell form. |
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| **Key Vocabulary:** | Hajj, ritual, significance, commitment, change, life cycle, control, respect, appearance, physical, freedom, responsibilities, pictogram, mass, grams, kilograms, volume, capacity, litres, millilitres, organism, endangered, biodiversity, ecosystem, desert, Arctic, sequence, commands, program, debug, sprite, oceans, seas, human and physical processes, voyages. | | | |

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| **Curriculum Drivers:** | **Curiosity:** | **Knowledge of the wider world:** | **Aspirations:** |
| How have seaside holidays changed over time?  Are all beaches the same?  Why do people Explore new places?  Why is it important to try and protect the oceans? | **Take part in World Ocean Day - June 8th.**  What are oceans and seas like around the world?  Where are the oceans and seas and how are they different? | How can I help to protect my environment and the habitats of ocean creatures? |

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| **Home learning:** | Homework folders will be sent home. Please complete one piece each week for the term.  Reading or being read to as much as possible (ideally every day!) at home. |