



| English   |   | Maths   |  |
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| <i>See English Plan</i>   |   | <i>See Maths Plan</i>   |  |
| Science   | Computing   | Geography   |  |
| <p><b>Key Question/Theme:</b><br/><i>Plants<br/>(Summer 1 &amp; 2)</i></p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Observing and describing how seeds and bulbs grow into mature plants.</li> <li>Finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>Performing simple tests.</li> <li>Gathering and recording data to help answer simple questions.</li> </ul>   | <p><b>Key Question/Theme:</b><br/><i>Programming On-Screen Turtles</i></p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Creating and debug simple programs</li> <li>Using logical reasoning to predict the behaviour of simple programs</li> <li>Using technology safely and respectfully</li> <li>Recognising common uses of information technology beyond school.</li> </ul> | <p><b>Key Question/Theme:</b><br/><i>Living at the Seaside - Pros and Cons</i></p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li><u>Interpreting geographical sources</u><br/>Interpreting a range of sources of geographical information, including maps, diagrams of UK;</li> <li><u>Knowledge of global climates</u><br/>Looking at the climate of different coastal resorts in the UK.</li> <li><u>Predicting the weather</u><br/>Weather Forecasting,</li> <li><u>Seasonal and daily weather patterns</u><br/>Looking closely at the weather patterns and climate of Brighton.</li> <li><u>Location knowledge</u><br/>Developing map skills by locating UK seaside towns and cities.</li> </ul> |  |
| PSHE  | RE  | Design & Technology   |  |
| <p><b>Key Question/Theme:</b><br/><i>Growing Up</i></p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Introducing the concept of male and female and gender stereotypes</li> <li>Exploring some of the difference between males and females</li> <li>Focussing on body differences and naming body parts.</li> <li>Appreciating how we are all unique</li> <li>Appreciating that I can make change happen</li> <li>Understanding sometimes I might need to change my behaviour.</li> </ul> | <p><b>Key Question/Theme:</b><br/><i>Stories<br/>(Summer 1 &amp; 2)</i></p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identifying how religion and belief is expressed in different ways.</li> <li>Identifying possible meanings for symbols and other forms of religious expression.</li> <li>Recognising similarities and differences in features of religions and beliefs.</li> <li>Asking questions about their own and others' feelings and experiences.</li> </ul>   | <p><b>Key Question/Theme:</b><br/><i>Seaside Souvenirs</i></p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Designing purposeful, functional, appealing products based on design criteria.</li> <li>Exploring and using mechanisms</li> <li>Generating, developing, modelling and communicating ideas.</li> <li>Selecting appropriate materials.</li> <li>Evaluating ideas and products against design criteria.</li> </ul>   |  |

| Music   | French  | PE  |
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| <p><b>Key Question/Theme:</b></p> <p><i>Music Express Unit</i><br/><i>'Exploring Sounds'</i></p>  | <p><b>Key Question/Theme:</b></p> <p><i>French</i><br/><i>(Specialist Teacher)</i></p>  | <p><b>Key Question/Theme:</b></p> <p><i>Multi-Skills</i><br/><i>(Specialist Teacher)</i></p>  |
| <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Using their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Playing tuned and un-tuned instruments musically.</li> <li>• Listening with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music.</li> </ul> | <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Listening attentively to spoken language.</li> <li>• Showing and understanding of French language by joining in and responding.</li> <li>• Exploring language through songs and rhymes.</li> </ul> | <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• Participating in team games, developing simple tactics for attacking and defending</li> <li>• Performing dances using simple movement patterns.</li> </ul> |