



Through these texts, pupils will be taught to:

- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics
- Recognise and join in with predictable phrases
- Predict what might happen based on what has been read so far
- Make inferences based on what is being said and done

Through these texts, when writing, pupils will be taught to:

- Say out loud what they are going to write about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check it makes sense
- Leave spaces between words
- Use the spelling rule for adding –s or –es as the plural marker for noun and third person singular marker for verbs.
- Use the prefix un-
- Add –ing, –ed, –er and –est to verbs and adjectives where no change is needed to the root word (e.g. quicker, quickest, fresher, freshest, eating)

**Phonics:**

We will revisit Phases 3, 4 and 5, including alternative spellings, in preparation for the Phonics Screening which takes place in June. As part of the Little Wandle Letters and Sounds programme, each child will also take part in a reading group up to 3 times a week focussing on a different skill (decoding, prosody and comprehension).

We will be following the Small Steps from White Rose Maths for Summer Block: <https://whiterosemaths.com/>

We will teach the following small steps for multiplication and division:

- Recapping counting in 2's and 5's
- Counting in 10's
- Making equal groups
- Adding equal groups
- Making arrays
- Making doubles

We will teach the following small steps for fractions:

- Making a half
- Making a whole
- Finding a half (object or quantity)
- Making a quarter
- Finding a quarter

We will teach the following small steps for position and direction:

- Describing turns (including left and right, forwards and backwards)
- Describing position (above and below)
- Ordinal numbers

We will teach the following small steps for place value within 100:

- Counting from 50 to 100
- Tens to 100
- Partitioning into tens and ones
- One more, one less
- Comparing numbers with the same numbers of tens

We will teach the following small steps for money:

- Unitising
- Recognising coins and notes
- Counting in coins

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**We will teach the following small steps for time:**

- Days of the week, months of the year
- Hours, minutes and seconds
- Telling the time to the hour
- Telling the time to the half hour

**These small steps link to the following National Curriculum statements:**

- Count to 100 forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals.
- Given a number, identify one more or one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least.
- Count in multiples of twos, fives and tens.
- Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

### Science – Seasonal Changes

Children will measure and record weather in the different seasons and will start to make comparisons between the two seasons of spring and summer, as well as across all four seasons. They will observe changes across the seasons by exploring the signs of spring and summer through nature and wildlife; this will link to our learning later in the year around plants. Children will look at how trees and the clothes we wear change from spring to summer. Children will also learn how to stay safe in the sun.

**We will be teaching the following objectives from the National Curriculum:**

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies
- talk about changes in the weather and the seasons
- learn that it is not safe to look directly at the sun, even when wearing dark glasses

**We will be teaching the following ‘working scientifically’ objectives:**

### Science – Plants

Through observation and investigation, the children will become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).

**We will be teaching the following objectives from the National Curriculum:**

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

**We will be teaching the following ‘working scientifically’ objectives:**

- observing closely
- comparing familiar plants
- describing how they were able to identify and group them
- drawing diagrams showing the parts of different plants including trees

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- Make tables and charts about the weather
- Make displays of what happens in the world around us, including day length, as the seasons change

### Geography – The continents and the seas

Children will learn that Kingston is located in the country of England, which is located in the continent of Europe. They will learn what a 'continent' is and be able to name and locate the seven continents. The children will learn about the seas and be able to name and locate the five oceans. Children will use plans, maps, globes and atlases to recognise where places are in the wider world.

**Children will learn the following objectives from the National Curriculum:**

- Name and locate the seven continents
- Name and locate the five oceans
- Use world maps, atlases and globes to identify the United Kingdom and its countries
- Use basic geographical vocabulary to refer to key physical features (sea).
- Use basic geographical vocabulary to refer to key human features (cities).

### Art and Design

The children will be creating simple three-dimensional shapes and structures using familiar materials. The children develop skills in manipulating paper and card. They will fold, roll and scrunch materials to make their own sculptures.

**The children will learn the following key skills:**

- Using their hands to manipulate a range of modelling materials, including paper and card
- Exploring how to join and fix materials in place
- Creating 3D forms to make things from their imagination or recreate things they have seen

### History – Seaside holidays now and then

The children will be learning about seaside holidays in the past and using artefacts, books and photographs to gather information about the clothes people wore, the entertainment, and the activities. By the end of this period of learning, pupils should be able to describe seaside holidays from the past and from modern times, identifying their similarities and differences.

**Children will learn the following objectives from the National Curriculum:**

- To know how holidays and leisure time have changed and why.
- Changes within living memory of seaside holidays
- To find out about the past from a range of sources
- To ask and answer questions about the past

### Design Technology

#### Summer 1:

The children will be taught how to cook and apply the principles of nutrition and healthy eating through making a smoothie.

**Children will learn the following objectives from the National Curriculum:**

- Use basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

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- Selecting colours, shapes and materials to suit ideas and purposes
- Designing and making something that is imagined or invented
- Beginning to develop skills such as measuring materials, cutting, and adding decoration
- Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work
- Describing and comparing features of their own work and others' artwork

### The children will learn the following key knowledge:

- To know that we can change paper from 2D to 3D by folding, rolling and scrunching it
- To know that three-dimensional art is called sculpture

### Children will learn the following objectives from the National Curriculum:

- To use a range of materials creatively to design and make products
- To use sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Summer 2:

The children will design and make a puppet using textiles. Children will learn how to cut and join fabrics using simple techniques.

### Children will learn the following objectives from the National Curriculum:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics

R.E – Who do Christians say made the world?

PSHE – Living in the Wider World

### Summer 1:

#### Who is Muslim and how do they live?

- Children will learn that Muslims believe in Allah as the one true God.
- They will learn about the Shahadah.
- They will learn the 99 names for God.

### Summer 2:

#### Who is Jewish and how do they live?

### The children will be learning about:

**Economic well-being** including learning about a range of money and bank functions such as cash safety, spending, saving and jobs.

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- Children will learn about Jewish celebrations, prayers and special objects. They will learn about Jewish beliefs of God.

*R.E planning follows the Kingston Agreed Syllabus, 2023-2028*

### P.E

Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. The children will be covering the topics: net & ball, gymnastics, athletics and invasion games.

In swimming, pupils will be taught to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].

### Music – At the Seaside

Children will learn to use graphic symbols and images to create a score. This unit works on two types of graphic scores: simple picture representation and a more structured grid score. Pupils are given opportunities to work collaboratively, building on a sequence of musical skills that they bring together in a final piece. There is a focus on the steady pulse and playing in time to the beat. Pupils are also given opportunities to listen to a variety of music and sounds around this theme.

**Children will learn the following objectives from the National Curriculum:**

- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Computing – iData

Children will learn:

- To conduct a survey and produce a pictogram.
- To create a graph using digital tools.
- To create a pictogram using collected data.
- To sort information and present data using a graph.

**Children will learn the following objectives from the National Curriculum:**

- use technology purposefully to create, organise, store, manipulate and retrieve digital content