| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|---|---|---|---|---|---|---|
| | **Seaside** | | | | | | |
| Literacy | | Adventure Stories | | | Leaflet Writing | | |
| Maths | Position & Direction | Place Value | | Money | | Time | |
| Science<br>*Animals and Humans* | Introduction to animals and humans. | Identify and name a variety of common animals, including fish, amphibians, reptiles, birds, and mammals | Identify and name a variety of common animals that are carnivores, herbivores, and omnivores | Describe and compare the structure of a variety of common animals. | identify and name the basic parts of the human body and associate each part with the senses. | Learn which part of the body is associated with each sense. | Assessment. |
| Geography<br>*Name, locate and identify UK countries, capitals and surrounding seas.* | Explore a map of the United Kingdom. | Identify countries that make up the United Kingdom. | Locate coastal areas of the United Kingdom. | Learn to recognise human and physical features of costal locations. | Compare locations, identifying similarities and differences. | Name and locate the seas that surround the United Kingdom. | Assessment. |
| RE<br>*Islam: How do some Muslims show Allah is compassionate and merciful?* | Introduction to Islam and Allah. | Allah's Compassion. | The Five Pillars of Islam. | Compassionate Stories from the Quran. | Acts of kindness in Our Community. | How being kind reflects Allah's mercy. | Assessment. |
| PSHE<br>*Drug Education* | To know basic information about how substances enter the body. | To develop understanding of and attitudes towards medicines | To understand that all drugs and many household substances can be | To develop understanding of and attitudes | To understand reasons why many people have injections, | How can I keep safe with medicines and substances at | To understand what they have learned and be |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | – how they can be helpful and their possible risks. | harmful if they are used incorrectly. | towards health professionals. | including childhood immunisations. | home and at school? | able to share it with others. |
| Computing *Programming – Moving a Robot* | To choose a command for a given purpose. | To show that a series of commands can be joined together. | To identify the effect of changing a value. | To explain that each sprite has its own instructions. | To design the parts of a project. | To use my algorithm to create a program. | Assess and review. |
| PE *Swimming 1 Top Swimming* | | Entering the water safely | Learn to be confident moving around the pool – standing without holding on. | Learn to travel safely along the side of pool using the grab rail. | Learn to use arms under the water to help them move. | Use a woggle to float and begin to propel ourselves with leg action. | Assess and review. |
| PE *Swimming 2 Top Swimming* | | Getting wet and becoming comfortable getting water on our faces. | Learn to be confident moving around the pool – start to raise legs with aid of floats. | Gain confidence submerging face in water – blowing bubbles. | Gain confidence using a woggle to float. | Use a rectangular float and start to become comfortable holding it at arm's length whilst moving in the water. | Assess and review. |
| Art | | Use colour, pattern and texture to design an ocean creature. | Learn to use and manipulate clay, adding purposeful design features to create a fish. | Experiment with adding 3D elements to a picture. | Investigate collage as a way of creating texture and building depth. | Use watercolours to create different hues of the same colour. Use this knowledge to build a piece of art. | Decorate natural objects to create artwork. |
| Music *Vocal and body sounds By the sea Kap 1* | | Understand how music can be used to represent an environment. | Understand how music can represent changes in an environment. | Explore using instruments, body and voice to create a seaside soundscape. | Identify how dynamics can reflect environments. | Create and represent sounds using symbols. | Perform a seaside song. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Extended Writing opportunities | | | Write a list of what to take on an adventure. | | Design a poster on how to stay safe in the sun. | | |