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| **Term** | Summer (7 weeks) | **Curriculum Strands** | Water, Living Things & Responsibility |
| **Classroom Environment** | Great Wave board to celebrate children’s learning from school and home  Year group geographical appropriate vocabulary (ocean environments)  Range of topic books including different genres and text types | **Super Starter (Hook)**  **&**  **Education Visit/Visitor** | Portsmouth Dockyards: visit HMS Victory |
| **Key Texts** | **Treasure Island by Robert Louis Stevenson**  Floodland – by Marcus Sedgwick | **End Product** | Protect our oceans presentations |
| **English** | Narrative – Dilemma based on Floodlands – write to entertain - 3 weeks  Guided reading: Treasure Island - 5 weeks  Ballard’s – whale sounds – oracy - 1/2 weeks | | |
| **Science** | Living Things and Their Habitats  **NC Obj.** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  **NC Obj.** Describe the life process of reproduction in some plants and animals.  Animals, Including Humans  **NC Obj.** Describe the changes as humans develop to old age.  Working Scientifically  **NC Obj.** Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs | | |
| **P.E.** | Swimming  **NC Obj.** Swim competently, confidently and proficiently over a distance of at least 25 metres **NC Obj.** Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] **NC Obj.** Perform safe self-rescue in different water-based situations. | | |
| **History** | Portsmouth Historic Dockyard | | |
| **Geography** | Oceans & Great Barrier Reef  **N.C. Obj.** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  **N.C. Obj.** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  **Obj.** collect, analyse and communicate with a range of data gathered through experiences of fieldwork thatdeepen their understanding of geographical processes  **Obj.** | | |
| **Art** | Hokusai’s Great Wave, Coral Reefs & Environmental Concerns  **N.C. Obj.** Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  **N.C. Obj.** Learn about about great artists, architects and designers in history. | | |
| **D&T** | Beat the Flood  **N.C. Obj.** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **N.C. Obj.** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately  **N.C. Obj.** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  **N.C. Obj.** Understand how key events and individuals in design and technology have helped shape the world | | |