



Marsh Mallow Summer 2

Anchored in the community; a place to belong, a world to explore

Subject	Objectives Covered
English	<p>Manfish</p> <p>Word I can use correct verb inflections such as “we were” instead of “we was” and apply accurate verb forms in my writing.</p> <p>Sentence I can use fronted adverbials to start sentences and add detail, using commas correctly afterwards.</p> <p>Text I can use nouns and pronouns to link ideas, avoid repetition and organise writing into paragraphs around a theme.</p> <p>Punctuation I can use inverted commas to punctuate direct speech and use commas after fronted adverbials correctly.</p>
Outcomes	<p><i>Recount: Jacques Cousteau Biography</i></p> <p><i>Narrative: Invention Narrative</i></p>
Reading	<p>I can discuss words and phrases that capture the reader’s interest and imagination</p> <p>I can develop a positive attitude to reading and understanding.</p> <p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can read books that are structured in different ways and reading for a range of purposes.</p> <p>I can give and explain the meaning of words in context.</p> <p>I can retrieve and record information and identify key details from fiction and non-fiction texts.</p> <p>I can summarise the main ideas from more than one paragraph.</p> <p>I can make inferences from a text and explain and justify my ideas using evidence from the text.</p> <p>I can predict what might happen using details that are stated and implied.</p> <p>I can identify and explain how information or narrative content is linked and contributes to the overall meaning of a text.</p> <p>I can identify and explain how meaning is enhanced through the choice of words and phrases.</p> <p>I can make comparisons within a text.</p>

Maths

Area

I can find the area of shapes by counting squares.

I can compare and order areas of shapes.

I can use square centimetres (cm²) and square metres (m²) to describe area.

Perimeter and Length

I can measure and compare lengths in metres, centimetres and millimetres.

I can convert between different units of length (km, m, cm, mm).

I can add and subtract lengths.

I can measure and calculate the perimeter of rectangles and other shapes.

I can find missing lengths when calculating perimeter.

Money

I can recognise and use pounds (£) and pence (p).

I can add and subtract amounts of money, including giving change.

I can solve money problems involving different amounts.

I can use decimal notation to record money amounts.

Time

I can read, write and convert time between analogue and digital clocks.

I can tell the time using the 12-hour and 24-hour clock.

I can solve problems involving hours, minutes and seconds.

I can convert between different units of time.

I can read timetables and answer questions about time.

Position and Direction

I can describe positions using coordinates in the first quadrant.

I can plot points on a grid using coordinates.

I can describe movements between positions.

I can describe translations of shapes using direction and position.

I can use mathematical vocabulary to describe position, movement and direction.

Science

Sound

I can explain that sounds are made when objects and materials vibrate.

I can investigate whether sound can travel through different materials.

I can explore how distance affects the volume of sound.

	<p>I can identify materials that are effective at preventing sound vibrations from reaching the ear.</p> <p>I can investigate how sounds can have different pitches and volumes.</p> <p>I can explain how the length, thickness and tightness of a string affect its pitch.</p> <p>I can explain how sounds are made by vibrating air and how to change the pitch of notes produced by vibrating air.</p>
Outcome	I can write a Scientific explanation of how sound travels.
Geography	<p>Coasts</p> <p>I can explain what coasts are and how they are formed.</p> <p>I can identify the physical features of coasts and explain the processes of erosion that affect them.</p> <p>I can explore and explain different strategies used to manage coastlines.</p> <p>I can identify different types of beaches.</p> <p>I can use maps and secondary sources to research and describe coastal areas.</p> <p>I can explain how changes in land use can affect people and the environment in different ways.</p>
Outcome	I can write a non-chronological report on coasts.
History	<p>Vikings</p> <p>I can explain how the Anglo-Saxons came to Britain and what life was like before the Vikings.</p> <p>I can explain why the Vikings invaded Britain and describe their impact.</p> <p>I can explain how Vikings settled in Britain and gained control of land.</p> <p>I can explain King Alfred's role in unifying England.</p> <p>I can compare Viking and Anglo-Saxon life.</p> <p>I can explain how England became unified and identify key historical figures.</p> <p>I can explain the Battle of Hastings and the Norman Conquest.</p>
Outcome	Write a sea shanty based on Nelson or Vikings,
Computing	<p>Repetition in Games</p> <p>I can use count-controlled loops in different programming environments.</p> <p>I can explain the difference between infinite loops and count-controlled loops.</p> <p>I can design programs that use two or more loops at the same time.</p> <p>I can modify an infinite loop in a program.</p> <p>I can design a project that uses repetition.</p> <p>I can create a project that uses repetition.</p>
Art and DT	<p>Watercolours</p> <p>I can explore and use different watercolour techniques, including wet-on-wet, wet-on-dry and brush control.</p> <p>I can mix, blend and layer watercolours to create different colours, tones and effects.</p> <p>I can experiment with watercolour techniques and record my ideas in my sketchbook.</p> <p>I can use composition, colour and brush control to plan and create a watercolour painting.</p> <p>I can evaluate my artwork and explain the techniques and choices I have used.</p>

Outcome	I can create a painting of a local landscape with water colour techniques.
Music	<p>I can listen to, compare and describe music from different times, styles and traditions.</p> <p>I can sing and perform music with improved pitch, rhythm, expression and control.</p> <p>I can play instruments in time, follow notation and perform with accuracy.</p> <p>I can compose and improvise music using musical elements such as tempo, dynamics and structure.</p> <p>I can recognise musical notation and use musical vocabulary to talk about music.</p>
R.E.	<p>What kind of world should we live in? <i>Humanism</i></p> <p>I can explain what Humanists believe about kindness, fairness and treating others well.</p> <p>I can explain how Humanists use reason and empathy to guide their actions.</p> <p>I can describe what Humanists believe makes a good and fair world.</p> <p>I can explain why equality and respect are important in Humanism.</p> <p>I can explain how people can help make the world a better place through their actions.</p>
PSHCE	<p>Health and Wellbeing</p> <p>I can explain what risk means and identify risks in different situations.</p> <p>I can recognise that risks can happen at home, school, outside and online.</p> <p>I can explain ways to keep safe by following rules, staying alert and asking for help.</p> <p>I can identify when something feels unsafe and know to tell a trusted adult.</p> <p>I can explain how protecting personal information online helps keep me safe.</p>
Spanish	<p>Free Time</p> <p>I can talk about hobbies and free-time activities in Spanish using different verbs.</p> <p>I can use <i>me gusta</i> with an infinitive verb to say what I like doing.</p> <p>I can use time phrases to talk about when I do activities.</p> <p>I can give opinions using <i>me gusta</i>, <i>no me gusta</i> and <i>prefiero</i>.</p> <p>I can combine verbs, opinions and time expressions to create full sentences in Spanish.</p>
PE	<p>Athletics</p> <p>I can pace myself when running over longer distances or for longer periods of time.</p> <p>I can use high knees, arm movement and run on the balls of my feet to improve my running power.</p> <p>I can use weight transfer to help me jump further.</p> <p>I can use weight transfer to help me throw further.</p> <p>I can understand and apply the rules to manage athletics events independently.</p> <p>Cricket / Rounders</p> <p>I can use the centre of the bat to improve control and accuracy when striking.</p> <p>I can position myself to field the ball more effectively.</p> <p>I can use the correct throwing and catching techniques to improve power and consistency.</p> <p>I can use attacking and defending tactics to score points, deny space and get players out.</p> <p>I can understand and apply the rules to manage games independently.</p>

Links to: anchored in the community; a place to belong, a world to explore.

Sports Day – Hands on Science Workshops – Class Assembly – Oceans Day – Healthy Eating Week – Refugee Day