



Kinney Class – Summer 1

Let's discover - the Olympics



<p><u>English</u></p> <ul style="list-style-type: none"> • Listening and answer comprehension questions linked to the book. • Watching films/short videos linked with the theme. • Writing using colourful semantics. • Reading • Discussing and explaining related to theme 	<p><u>Computing</u></p> <ul style="list-style-type: none"> • This term we are beginning to define a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. With an in-depth view of how packets can transfer data across the internet. 	<p><u>Theme - Music</u></p> <ul style="list-style-type: none"> • Explore and learn new rhythm notation. • Improve rhythm feeling through different music games. • Play different drum circle games and games with boom whackers on the screen. • Improvise and share their ideas and rhythm patterns. • Listen to different styles of music. • Enjoy and experience of shared play and fun
<p><u>History</u></p> <ul style="list-style-type: none"> • Know famous Kings and Queens of England. • Know how many wives Henry the VIII had? • Know what happened to Anne Boleyn? • Learn about Henry VIII's children. • Learn who was Queen Elizabeth I. 	<p><u>Science</u></p> <ul style="list-style-type: none"> • Explain the things that animals and humans need to survive and stay healthy. • Sort foods into their relevant food groups. • Explain how different animals require a different balance of nutrients. • Explore the nutritional values of different foods by gathering information from food labels. • Explain what vertebrates and invertebrates are and give some examples of each. • Sort animals according to their skeleton type. • Use some scientific words in my discussions about bones and muscles. 	<p><u>Outdoor School</u></p> <ul style="list-style-type: none"> • Communicate and collaborate to complete challenges. • Agility and endurance in a range of situations. • Navigation skills using a compass. • Read, follow, and understand maps. • Orienteering exercise. • Plan and complete a timed orienteering course.
<p><u>D&T</u></p> <p>Theory lessons -begin to look at material families and what they include, as well as starting on their journey to understanding 'smart materials'.</p> <p>Practical lessons, discover how to use a design brief and will use 'smart materials' to build different projects.</p>	<p><u>Art</u></p> <p><u>Art and Design:</u></p> <ul style="list-style-type: none"> • We will be working on the Olympic Games- the Art of 5 continents: African Art, Asiatic, Greek pottery, Peruan Masks, and Australian aboriginal art. 	
<p><u>Geography</u></p> <ul style="list-style-type: none"> • Simple compass directions • use the zoom facility of digital maps and understand that zooming in/ out means more/ less detail. • give and follow simple instructions. 	<p><u>Relationships and Sex Education & PSHE</u></p> <ul style="list-style-type: none"> • Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength I can recognise when people are putting me under pressure and can explain ways to resist this when I want 	

<ul style="list-style-type: none"> ask simple geographical, 'where?', 'what?', and 'who?' questions. 	<p>to. I can identify feelings of anxiety and fear associated with peer pressure.</p>	
<p><u>Home Learning ideas</u></p> <ul style="list-style-type: none"> Helping to prepare food and cook. Playing turn taking games Exploring their emotions, identifying how they feel and what strategies they can use to get into the green zone. Art and craft activities Going shopping 	<p><u>Independence Cooking</u></p> <ul style="list-style-type: none"> Begin looking at labels and iron clothes. Learn how to deal with emergencies at home. 	<p><u>PE</u></p> <ul style="list-style-type: none"> Use the trampoline to develop their motor skills, body awareness, balance, coordination, and communication. They will be following a rebound programme to achieve grade 1-3. Develop their ball handling and fundamental movement skills by engaging in multi-sports sessions.
<p><u>Maths</u></p> <p>Y2 – Statistics Pupils should be taught:</p> <ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. <p>Y3 – Statistics Pupils should be taught to:</p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. <p>Y4 – Statistics Pupils should be taught to:</p> <ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. 		