

| Where does our food come from? Summer Term 1 - 2025 | | | | | |
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| Subject | 22 nd April Well being day- Tuesday | 28 th April | 5 th May Bank Holiday Monday | 12 th May | 19 th May |
| Literacy | Creative writing – addressing gaps identified from AA task | Model text: Ice Forest Plot: Defeating the monster story Toolkit: Dialogue | | | |
| Guided Reading | Twitch | Twitch | Twitch | Twitch | Twitch |
| Maths | Decimals | | Money | | Time |
| History | | | | | |
| Geography | Where are the coasts in the UK? | What are the similarities & differences of coasts in the UK? | What is it like to visit the seaside? | How has Skegness changed over time? | |
| Art | | | | | |
| DT | No lesson – Bank holiday | What are the 5 food groups? How much energy is in the food we eat? | No lesson – Bank holiday | What should be included in a good salad? How do you plan and make a salad? | How do we prepare food safely? How successful was my salad? |
| PE | Yoga Classroom yoga -breathing, balance, strength, flexibility and coordination | Yoga Classroom yoga -breathing, balance, strength, flexibility and coordination | Yoga Classroom yoga -breathing, balance, strength, flexibility and coordination | Yoga Classroom yoga -breathing, balance, strength, flexibility and coordination | Yoga Classroom yoga -breathing, balance, strength, flexibility and coordination |
| RE | | | | | |
| PSHE | What makes me me | Making Choices | Harold’s Rs | My School Community | Basic First Aid |
| Music | Step 1: Describing and initializing pitch Up and down the stairs | Step 2: Describing and internalizing pitch Ascending or descending? | Step 2: Composing and improvising with a range of given notes Pentatonic Lucky dip | STEP 3: Composing and improvising with a range of given notes Call and response melodies | STEP 3: Composing and notating melodies Leaping and stepping |
| Computing | iSafe: iSecure | iProgram: iScene | iProgram: iDebug | iProgram3: iBot | iProgram3: iRepeat |

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| Science Living things and their habitats | Forest school | Forest school | Forest school | Forest school | Forest school |
| French Pets | Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. | Tell somebody in French if they have or do not have a pet. | Ask somebody else in French if they have a pet. | Tell somebody in French the name of their pet. | Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”). |
| HWK | Spellings / Reading / TT Rockstars | Spellings / Reading / TT Rockstars | Spellings / Reading / TT Rockstars | Spellings / Reading / TT Rockstars | Spellings / Reading / TT Rockstars |