



At Long Wittenham School we show our love through kindness, determination and curiosity; strengthening ourselves and our community.

'... with all your heart and with all your soul and with all your strength and with all your mind.' Luke 10:27

## Parrot Class Termly overview – Summer

### Big Topics:

Science: Animals, the Human Body and Staying Healthy

Geography: Contrasting Locality: Zambia

History: When Three Queens Ruled



### Meaningful Experiences:

- Whole school trip to Harcourt Arboretum
- A walk around the local area to observe free-standing structures (DT)

English		Maths	Science	
<p>This term we will be exploring the following books and poems:</p> <ul style="list-style-type: none"> <li>• In a Minute by Tony Bradman</li> <li>• Don't Worry Little Crab</li> <li>• Lucy and Tom at the Seaside by Shirley Hughes</li> <li>• The Queen's Nose by Dick King-Smith</li> </ul> <p>We will be writing:</p> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Persuasive Letter</li> <li>• Non-chronological Report</li> <li>• Character Description</li> <li>• Narrative</li> </ul>		<p>This term we will learning about:</p> <ul style="list-style-type: none"> <li>• Money</li> <li>• Length and Height</li> <li>• Mass, Volume and Capacity</li> <li>• Fractions</li> <li>• Time</li> <li>• Position and Direction</li> </ul>	<p>As scientists this term, we are learning about 'Animals, the human body and staying healthy. We will:</p> <ul style="list-style-type: none"> <li>• Identify, name, draw and label basic parts of the human body.</li> <li>• Say which part of the body is associated with each of the 5 senses.</li> <li>• Carry out simple tests to compare and classify.</li> <li>• Identify each taste and categorise them into sweet, salty, sour and bitter.</li> <li>• Observe that animals including human have offspring which grow into adults.</li> <li>• Identify a variety of animals and match to its offspring.</li> <li>• Observe lifecycles over time.</li> <li>• Describe the importance for humans to exercise, eating the right amounts of different types of food and hygiene.</li> <li>• Carry out and evaluate a comparative test.</li> <li>• Identify and classify foods based on their food group.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivor</li> <li>• es and omnivores.</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</li> </ul>	
<p><u>Phonics:</u> we will be learning more Phase 5 GPC's as well as reviewing previous Phase 5 GPC's GPC: Grapheme-phoneme correspondence.</p> <p><u>Spelling:</u></p> <ul style="list-style-type: none"> <li>• Why do some words have the spelling 'ey' for the sound /ee/?</li> <li>• Why do some words end -le, -al, -il, or -el?</li> <li>• Why does 'c' make the sound /s/ in some words?</li> <li>• How can I spell the sound /zh?</li> <li>• What happens when I add the suffixes -ment, -ness, -ful, -less and -ly to a root word?</li> <li>• Why do some longer words have the spelling 'ti' fior /sh/?</li> <li>• How do I use the possessive apostrophe for singular possession?</li> </ul>				
History	Geography	Art	Computing	

<p>As Historians we will be learning about significant people from the past. We have chosen Elizabeth I, Queen Victoria and Queen Elizabeth II.</p> <p>Our key questions for “When Three Queens Ruled” will be:</p> <ul style="list-style-type: none"> <li>• Why have the three queens been remembered?</li> <li>• Which order did they reign and how long ago?</li> <li>• What changes took place during their reigns?</li> <li>• Which Queen Elizabeth had more power as a ruler?</li> <li>• What differences are there between the worlds of Elizabeth I and II?</li> </ul>	<p>As Geographers we will be learning about a contrasting locality - Zambia. We will be asking:</p> <ul style="list-style-type: none"> <li>• Where is Zambia? How does its location affect its climate?</li> <li>• What are the key physical features of Zambia?</li> <li>• Can we compare the Zambezi River compare with the River Thames?</li> <li>• Where is the village of Mugurameno (small village on the banks of the Zambezi)? Can we compare life here and there?</li> <li>• Can we name the capital of Zambia (Lusaka) and locate it on a map of the country?</li> <li>• Can we identify the human features of Lusaka and compare these to the human features of London?</li> </ul>	<p>As Artists, we will be working on a Stick Transformation Project!</p> <p>We will learn that artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things.</p> <p>We will be using our imaginations to transform a familiar object (a stick) into new forms.</p> <p>We will begin with a simple sculptural warm-up to help us think creatively and laterally about how we can use materials to create a small sculpture.</p> <p>We will use our sketchbooks to help us generate ideas, record and reflect.</p>	<p>In computing we will be learning about Spreadsheets and Coding. We will use the tools 2Calculate and 2Code.</p> <p><b>Spreadsheets</b> We will learn what a spreadsheet is, how to enter data and images into cells, and how to move, lock and manipulate these data and images.</p> <p><b>Coding 1</b> We will be beginning to learn how to use code to give a computer instructions. We will learn about objects, actions, events and backgrounds and we will plan and make a computer programme.</p> <p><b>Coding 2</b> We will be asking what an algorithm is, and how we can use algorithms to create computer programs. We will learn about sequencing and how to create an algorithm that follows a timed sequence. We will explore the different properties and functions of objects and events and we will learn to debug simple programs.</p>
		<p><b>Design and Technology</b></p>	
		<p>In DT we will making freestanding structures.</p> <p>We will start by exploring a range of existing freestanding structures in the school and local environment e.g., everyday products and buildings.</p> <p>We will think about what we could make, who we would make it for and why. We will make plans of our ideas</p>	

		<p>We will select appropriate tools and materials to make our structures. We will explore how to make our freestanding structures stronger, stiffer and more stable.</p> <p>We will evaluate our products by discussing how well they work in relation to the purpose, the user and whether they meet the original design criteria.</p>	
--	--	---	--

RE	Music	French	PSHE
<p>This term in RE we are exploring the question ‘What does Torah mean for Jewish people?’ We will:</p> <ul style="list-style-type: none"> <li>• Understand the importance of the Torah for Jewish people</li> <li>• Know why they are not allowed to touch the Sefer Torah used in synagogues.</li> <li>• Make links between the Torah scroll and some Jewish celebrations.</li> <li>• Identify some of the rules in the Torah that many Jewish people follow.</li> <li>• Know that the Torah is written in Hebrew.</li> <li>• Know some of the Old Testament stories they already know are in the Torah and have an impact on the daily lives of many Jewish people.</li> </ul>	<p><b>Dancing and drawing to Nautilus</b> Composed by Anna Meredith.</p> <p>We will be focusing on aspects of singing, playing, improvising, composing, and listening.</p> <p><b>Cat and mouse</b> We will use a singing game as a starting point for improvising rhythms and then reading and writing them in simple notation. We will explore how we use a combination of musical elements – rhythm, tempo, timbre, and dynamics – to create an emotional response that helps us tell a story.</p> <p><b>Come Dance with Me</b> We will be using this “Call-and-response” style song to explore echo singing and playing, playing percussion, crotchet, quavers and crotchet rests and developing beat skills.</p>	<p>In French this term we will start to use and listen to key French vocabulary on Sous l’ocean (Under the Ocean). This includes:</p> <ul style="list-style-type: none"> <li>• Several sea animals.</li> <li>• How to pronounce the sounds ‘on’, ‘oi’ and ‘ou’ and the guttural ‘r’</li> </ul>	<p><b>Summer 1</b> We will exploring different aspects of “<b>Being my Best</b>”, including:</p> <ul style="list-style-type: none"> <li>• Growth Mindset</li> <li>• Healthy eating</li> <li>• Hygiene and health</li> <li>• Cooperation</li> </ul> <p><b>Summer 2</b> Y1 and Y2 will be thinking separately about the subject of “<b>Growing and Changing</b>”.</p> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>• Getting help</li> <li>• Becoming independent</li> <li>• My body parts</li> <li>• Taking care of myself and others</li> </ul> <p><b>Y2</b></p> <ul style="list-style-type: none"> <li>• Life cycles</li> <li>• Dealing with loss</li> <li>• Being supportive</li> <li>• Identifying different stages of growth</li> <li>• Privacy and private parts</li> <li>• Secrets</li> </ul>
		<p><b>PE</b></p>	
		<p><b>Outdoors</b></p> <ul style="list-style-type: none"> <li>• This term the children will covering a range of athletics skills including running, throwing, jumping and catching. They will also be learning what it means to be a good sportsperson and will cover a range of outdoor games.</li> </ul> <p><b>Indoors</b></p> <ul style="list-style-type: none"> <li>• In PE we will improve our ball skills. We will develop and apply our sending, receiving, reaction and response through focused skill development lessons, cooperative and competitive games.</li> </ul>	