**PE:**

**Monday** – Athletics (running, balancing and obstacle focus) Summer 1

Bat and ball (tennis) Summer 2

**Thursday** – Athletics (jumping and throwing) Summer 1 (Mr R)

Bat and ball (kwik cricket) Summer 2 (Mr R)

**Primary Provocation: ‘Africa is a poor continent.’**

In this topic children will have the opportunity to explore the provocation ‘Africa is a poor continent’ and decide whether this is an appropriate viewpoint or not in 2019/20. It will provoke a response that should illustrate key understanding of money, economics, historical influences and charity work alongside thinking about what does the word ‘poor’ actually mean? We will learn about African climates, communities, Fairtrade and will look at influential historical figures across different aspects of learning such as Nelon Mandela and Mo Farrah. Pupils will have the opportunity to make links between Africa and North Rigton and do research to find out about the similarities and differences.

**Geography:**

* Naming and locating different area types
* Learning the names of continents and oceans
* Identify different land use
* I can devise a simple map; and use and construct basic symbols in a key

**History:**

* I can use information to describe the past and explain the differences between then and now.
* I can recount the main events from a significant event in history.
* I can understand and use the words past and present when telling others about an event.
* I can use timelines to order events

**Computing:**

**Programming and Controlling:** explore and programme beebots (or similar) to move around a simple course whilst rethinking and correcting errors

**Using Data:** use ICT to sort objects into groups according to criteria

**Word Reading Y1:**

* apply phonic knowledge and skills as the route to decode words
* respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
* read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
* read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
* read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
* read other words of more than one syllable that contain taught GPCs
* read words with contractions, and understand that the apostrophe represents the omitted letter(s)

**Word Reading Y2:**

* continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
* read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
* read accurately words of two or more syllables that contain the same graphemes as above
* read words containing common suffixes
* read further common exception words, noting unusual correspondence between spelling andsound and where these occur in the word
* read most words quickly and accurately, without overt sounding and blending , when they have been frequently encountered

**English:**

**Narrative:** Class Texts: ‘Handa’s Surprise’ by Eileen Brown and ‘The Lion King’ by Disney.

* Setting descriptions
* Character descriptions
* Retelling of a story from a different viewpoint (Timon or Pumbaa)
* Emotive language

**Non-fiction:**

Recount Writing:

* Write first person recounts, re-telling Handa’s journey, using adverbs of time to aid sequencing and maintaining consistency in tense and person

Fact Files:

* Writing an African Savannah fact file using fact boxes/headings to organise

**Poetry:**

* List Poems (Vocabulary building)
* African poetry

**EGPS:**

* Similes
* Apostrophes for contraction/ommision
* Prefixes
* Suffixes

**Pears Class**

Summer Term Theme Web 2020

**WE ARE EXPLORERS**

‘Africa is a poor continent.’

**PSHE/RHE:**

**Relationships: Living in the Wider World:**

* How do we show our feelings? - How do we stay safe online?

**RE:**

**Understanding Christianity:**

* What makes some places sacred to believers?

**Maths:**

* Geometry (position and direction)
* Measurement (time)
* Measurement (problem solving)
* Measurement (weight and volume)
* Measurement (mass, capacity and temperature)
* Embedding mathematical vocabulary
* Consolidation of number and place value including times tables