

Class 2/3BS Term: Summer (ii) Superheroes vs. Robots							
P.E led unit - Launch day - superheroes!	5.6.17	12.6.17	19.6.17	26.6.17 <u>KS1 ASSESSMENTS</u> <u>DUE 29.6.17</u>	3.7.17	10.7.17	17.7.17
Literacy <b>Comics</b> Iron man poetry	Rising stars assessment. Punctuation	Newspaper reports	Iron man	Iron man	Iron Man Poetry	Comic Strips	Comic Strips  Rising stars assessment
Numeracy <b>NY scheme of work</b>	Number sequences Placed value	Place value Addition	Place value Subtraction	Measures and data	Shape	Money	Multiplication and Division
Science <b>Forces/magnets</b>	To understand what a force is and what it means.	To learn about pushing and pulling	To explain how to make things faster or slower.	To understand and recognise gravity.		To begin to understand what friction is.	
ICT <b>Lego program</b> <b>E-safety</b>	Use technology to design and create a superhero.	use technology to create a panel	Use technology to organise a story board.	Use technology to edit and improve a story board.	Use technology to record.	To be able to use the internet safely.	
Geography							
History							
PE <b>Games/sports Day</b>	Superhero fitness - moving like a superhero.	HEALTHY EATING WEEK. Box2bfit 14.6.17	Throwing for accuracy and hitting a target.	Superhero skills - balance, strength, agility.  Escape balance	Sports day	Superhero skills - balance, strength, agility  Superhero rescue	Superhero skills - balance, strength, agility  Conflict sequence.
PSHCE	NY unit scheme of work.						
RE	Does a beautiful world mean there is a wonderful God?	Father's day	Does a beautiful world mean there is a wonderful God?				

<p>Music Music express - superheroes</p>	<p>Robot beat - listen to robot beat and move like a robot</p>	<p>Factory robots: Use body percussions and actions to perform a beat at different speeds.</p>	<p>Robot band: Use percussion instruments to perform a beat at different speeds.</p>	<p>Song: I'm walking like a robot.</p>	
<p>Art/D &amp; T Sewing - cape making</p>	<p>Ask simple questions about existing products and those they have made. Evaluate and assess existing products and those they have made using a design criteria.</p>	<p>Select from a range of tools and equipment to perform practical tasks: cutting, joining, shaping, finishing Choose appropriate tools and equipment from a wider range. Safely mark, measure and cut a range of materials.</p>	<p>Create simple designs for a product. Use pictures/words to describe what they want to do Design purposeful, functional and appealing products based on a design brief. Generate, communicate ideas through talking, drawing and templates.</p>	<p><b>Use a range of tools and materials to safely cut, combine and create functional products for themselves or others.</b></p>	<p>Evaluate and assess existing products and those they have made using a design criteria.</p>