



# Half Term Overview



## Chestnut Class

Summer 1

### English

Novel – Kensuke’s Kingdom

Prediction

Letter Writing

Descriptive Writing

Diary Entries

### Maths

#### Decimals

Step 1 Make a whole with tenths

Step 2 Make a whole with hundredths

Step 3 Partition decimals

Step 4 Flexibly partition decimals

Step 5 Compare decimals

Step 6 Order decimals

Step 7 Round to the nearest whole number

Step 8 Halves and quarters as decimals

#### Money

Step 1 Write money using decimals

Step 2 Convert between pounds and pence

Step 3 Compare amounts of money

Step 4 Estimate with money

Step 5 Calculate with money

Step 6 Solve problems with money

#### Time

Step 1 Years, months, weeks and days

Step 2 Hours, minutes and seconds

Step 3 Convert between analogue and digital times

Step 4 Convert to the 24-hour clock

Step 5 Convert from the 24-hour clock

### Religious Education

Make links between John 20:1-10 and Peter’s declaration of faith in Matt 16:13-20 and/or between Peter’s three denials of Jesus and Jesus’ three requests of Peter (John 21:15-17).

Find connections between Jesus’ words to Peter as the rock (Matt 16:18), John’s account of Peter, and the role of the Pope as Peter’s successor.

Explain the term ‘apostle’ and explain why the Church is ‘apostolic’.

Encounter the words of the Apostles’ Creed and know that it summarises the central beliefs of Christians.

Explain how the one, holy, Catholic, and apostolic Church is structured.

Describe some ways in which the Church today (locally or globally) continues the work of Jesus.

Describe what is meant by the ‘communion of saints’ and recognise that the Church teaches Mary has a special place within this communion as Queen of Heaven.

### Science

Recognise that living things can be grouped in a variety of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

## **History**

**A study of Crime and Punishment in British history from the Anglo-Saxon times to present day (Medieval, Witchcraft, Tudors, Industrial Britain and Modern Britain).**

## **D&T**

**Explain how Homan Walsh used a kite to help build the Niagara Falls Bridge.**

**Use research into the shape and parts of kites to develop simple design criteria.**

**Build simple frame structures.**

## **PSHE**

**Understand what human rights are and why they are important.**

**Understand how reusing items benefits the environment.**

**Understand the range of groups that exist in the wider community.**

**Understand how community groups can focus on different areas of interest.**

**Understand that diversity supports a community to work effectively.**

**Understand the role of local councillors.**

## **Music**

**This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.**

**The learning is focused around exploring and developing playing skills through the glockenspiel.**

## **PE**

### **Striking and Fielding – Rounders**

**Bowl a ball underarm with some control and accuracy.**

**Catch a small ball.**

**Return the ball quickly and accurately when fielding.**

**Throw and catch a ball using a bounce pass with control and accuracy.**

**Pay attention to instructions given by other children.**

**Choose throwing skills to make the game hard for their opponents.**

**Explain where the best place is to strike the ball to score more runs/points.**

**Judge when fielding where the ball is going to be hit and try and intercept it.**

### **Invasion Games – Rugby**

**Close down an opponent and tag a player.**

**Run with the ball in two hands and score a try.**

**Use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control.**

**Make a definite conclusion of when to pass the ball.**

**Make decisions on when to pass the ball in an invasion game situation.**

**Use attacking skills appropriately in games (i.e. Choose when to pass or run with the ball successfully in a game. Can use a dummy pass to beat an opponent).**

**Use attacking skills without the ball appropriately in games (i.e. Supporting the player in possession, Get away from defenders, Find space and signal where they want the ball).**

**Use defending skills appropriately in games (i.e. Anticipate an attacker moving when defending, Closing down space, Intercepting a pass).**