

Summer 1 (2024) – The History of Flight- Up, Up and Away!

Week 1								
English	Maths	Science	History	RE	PE	Music	DT	Computing
<p>Narrative</p> <p>Text: The Book of Butterflies <a href="https://www.literacyshed.com/butterflies.html">https://www.literacyshed.com/butterflies.html</a></p> <p><b>LO: I can retell the sequence of a narrative.</b></p> <p><b>I can write simple sentences.</b></p> <p><b>I can use adjectives to describe.</b></p> <p><b>I can join sentences using the word 'and'.</b></p>	<p>Calculations - Addition/Subtraction</p> <p><b>LO: I can add 10s and near 10s to a 2-digit number.</b></p> <p><b>I can add near 10s to a 2-digit number.</b></p> <p><b>I can subtract 10s/nr 10s from 2-digit numbers.</b></p> <p><b>I can subtract near 10s from 2-digit numbers.</b></p>	<p><b>Plants</b> <b>Famous scientist associated with unit.</b> <b>Beatrix Potter – illustrator, author and amateur botanist</b></p> <p><b>LO: I can identify plants and their features.</b></p> <p>Activity: Plant hunt cards, find and take photos of plants which fit each of the six criteria.</p> <p><b>LO: I can plan an investigation.</b> Plant a bean-water/no water.</p>	<p><b>LO: I can sequence and recount events.</b></p> <p>Activity: Comic strip. Create a comic strip telling the story of the Wright brothers.</p>	<p><b>What makes some places sacred to believers?</b></p> <p><b>LO: I know what a place of worship is.</b></p> <p>Using the Places of Worship Word Sorting Cards, use picture cues and words to discuss what a place of worship might be. Choose words to complete a definition for places of worship.</p>	<p><b>Striking and Fielding Games</b> <b>LO: I can develop underarm throwing and catching.</b></p> <p><b>Fitness</b> <b>LO: I can develop knowledge of how exercise can make me feel.</b></p>	<p><b>LO: I can create a simple soundscape for effect.</b></p> <p>Dynamics, timbre, tempo and motifs (Y2) (Theme: Space)</p> <p>Use voice to create sound. Offer ideas and suggestions for making sounds. Create atmosphere by using dynamics.</p>	<p><b>LO: I can draw and label a diagram of an axle, wheel and axle holder.</b></p> <p>Draw a diagram of a moving object, use the appropriate vocabulary to label it (wheel, axle and axle holder). Show the movement, drawing an arrow with a coloured pen.</p>	<p><b>LO: I understand what instructions are.</b></p> <p>Instructions: Give and follow instructions. Draw symbols to represent instructions. Arrange code blocks to create a set of instructions.</p>

Week 2								
English	Maths	Science	History	RE	PE	Music	DT	Computing
<p>Narrative/Diary</p> <p>Text: The Book of Butterflies <a href="https://www.literacyshed.com/butterflies.html">https://www.literacyshed.com/butterflies.html</a></p> <p><b>LO: I can answer questions about a text.</b></p> <p><b>I can sequence sentences to form short narratives.</b></p> <p><b>I can reread what I have written to check that it makes sense.</b></p>	<p>Calculations - Addition/Subtraction</p> <p><b>LO: I can add 10, 11, 12.</b></p> <p><b>I can subtract 10, 11, 12.</b></p> <p><b>I can find number bonds to 10.</b></p> <p><b>I can add to the next 10.</b></p>	<p><b>LO: I can draw and label a diagram of a flowering plant.</b></p> <p>Draw a diagram (a simple drawing with labels) of a flowering plant. Include the roots, stem, a few leaves and a flower.</p>	<p><b>LO: I know that a significant person or event can be something that changed the lives of others.</b></p> <p>Create a 'freeze frame' showing the moment the first flight took place. Allocate each child one of the following roles: Orville. Wilbur. The plane. An eyewitness. Take photos/video</p>	<p><b>LO: I can discuss key parts of a Jewish synagogue.</b></p> <p>Complete the Parts of a Synagogue Matching Activity Sheet, matching pictures to labels and descriptions.</p>	<p><b>Striking and Fielding Games</b> <b>LO: I can develop overarm throwing.</b></p> <p><b>Fitness</b> <b>LO: I can develop knowledge about how exercise can make me strong and healthy.</b></p>	<p><b>LO: I can listen for and recognise some basic elements of music.</b></p> <p>Recognise differences in dynamics. Recognise different instruments and begin to name them. Use appropriate musical vocabulary. Explain the mood of the music.</p>	<p><b>LO: I can fix a design so that the wheel can move.</b></p> <p>Activity: Broken vehicles images and the Activity: Repair tickets. Write a repair ticket for each of the three 'broken' toy car images. Explain why the toy is not working and what should be done to fix it.</p>	<p><b>LO: I can use code to make a computer program.</b></p> <p>Objects and Actions: Create a program using code blocks. Use object and action code blocks.</p>

Week 3								
English	Maths	Science	History	RE	PE	Music	DT	Computing
<p>Narrative/Character Description</p> <p>Text: The Way Back Home <a href="https://www.literacyshed.com/thewaybackhome.html">https://www.literacyshed.com/thewaybackhome.html</a></p>	<p>Calculations -Addition/Subtraction</p> <p><b>LO: I can add by bridging 10 using number bonds. (2 days)</b></p>	<p><b>LO: I can identify and name wild and garden plants.</b></p>	<p><b>LO: I can use sources to find out more about the past.</b></p>	<p><b>LO: I can discuss key parts of a Hindu mandir.</b></p> <p>Complete Hindu</p>	<p><b>Striking and Fielding Games</b> <b>LO: I can develop hitting a ball.</b></p>	<p><b>LO: I can compare two pieces of music.</b></p>	<p><b>LO: I can design a moving vehicle and label using appropriate vocabulary.</b></p>	<p><b>LO: I can use an event to control an object.</b></p> <p>Events:</p>

<p><b>LO: I can gather a wide range of adjectives.</b></p> <p><b>I can write expanded noun phrases.</b></p> <p><b>I can use my senses to describe.</b></p> <p><b>I can join clauses using 'and'.</b></p> <p><b>I can sequence sentences to create a description.</b></p>	<p><b>I can bridge 10 to subtract with number bonds. (2 days)</b></p>	<p>Go on a flower hunt on the school grounds to find examples of wild and garden flowering plants.</p> <p>Activity: Flower hunt. Find flowers, draw them and use an identification chart to identify what they are.</p>	<p>Activity: Bessie Coleman, write three pieces of information the source tells us about her and three further questions they would like to ask.</p>	<p>artwork from a given section on the Hindu Art Activity Sheet.</p>	<p><b>Fitness</b></p> <p><b>LO: I can develop knowledge about how exercise relates to breathing.</b></p>	<p>Compare two pieces of music by the same composer. Identify changes in dynamics and use appropriate musical vocabulary. Recognise and name different instruments. Describe the mood of the music.</p>	<p>Activity: Vehicle design sheets. Add appropriate labels.</p>	<p>Create a simple program using code blocks. Use event, object and action code blocks.</p>
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Week 4								
English	Maths	Science	History	RE	PE	Music	DT	Computing
<p>Postcards/Letters</p> <p><b>LO: I understand what a postcard is.</b></p> <p><b>I can use my senses to describe.</b></p> <p><b>I can use expanded noun phrases for effect.</b></p> <p><b>I can punctuate sentences with capital letters and full stops.</b></p>	<p>Position and Direction</p> <p><b>LO: I can describe turns.</b></p> <p><b>I can describe position-left/right.</b></p> <p><b>I can describe position-forwards/backwards.</b></p> <p><b>I can describe position-above/below.</b></p>	<p><b>LO: I can identify and name deciduous and evergreen trees.</b></p> <p>Leaf hunt-observe the leaves and discuss what they notice. Have approximately 12 leaves and two sorting hoops labelled deciduous and evergreen. Take turns choosing a leaf and placing it in the correct hoop.</p>	<p><b>LO: I can use a primary source to find out more about the past.</b></p> <p>Ask the children to record their ideas on what they think an eyewitness would say about the event. Work in pairs to video their eyewitness accounts on a digital device – one child can play the role of news reporter and ask the eyewitness what they saw.</p>	<p><b>LO: I can discuss key parts of a Christian church.</b></p> <p>Complete the Plan of a Church Activity Sheet, cutting out and sticking pictures on to the building plan and adding labels.</p>	<p><b>Striking and Fielding Games</b></p> <p><b>LO: I can develop collecting a ball.</b></p> <p><b>Fitness</b></p> <p><b>LO: I can develop my understanding of how exercise helps my brain.</b></p>	<p><b>LO: I can create short sequences of sound.</b></p> <p>Understand what a motif is. Play a simple motif. Create a motif. Notate or create a visual representation of a motif.</p>	<p><b>LO: I can make a wheel and axle mechanism and evaluate my design.</b></p> <p>Make a moving vehicle and evaluate.</p>	<p><b>LO: I can begin to understand how code executes when a program is run.</b></p> <p>When Code Executes: Create a simple program using code blocks. Use event, object and action code blocks. Notice when their code executes when their program is run.</p>

Week 5								
English	Maths	Science	History	RE	PE	Music	DT	Computing
<p>Postcards/Letters</p> <p><b>LO: I understand the difference between a postcard and a letter.</b></p> <p><b>I understand the structure of a letter.</b></p> <p><b>I can plan ideas for a letter.</b></p> <p><b>I can use co-ordinating conjunctions to join words and clauses. I can punctuate questions correctly.</b></p>	<p>Time</p> <p><b>LO: I can read the analogue time to half/hour.</b></p> <p><b>I can sequence time to the half/hour.</b></p> <p><b>I can read digital time to half/hour.</b></p> <p><b>I can use units of time and ways of showing times.</b></p>	<p><b>LO: I can use similarities and differences to group seeds and bulbs.</b></p> <p>Activity: Are all seeds the same? Select a group of seeds and draw a simple picture of the seed in column one. Look at the six seed packets and predict which plant the seed will grow into by writing a plant</p>	<p><b>LO: I can ask three questions about events in the past.</b></p> <p>Activity: Hot seat questions. In pairs, take turns to hot seat Neil Armstrong, having returned from the Moon to Earth.</p>	<p><b>LO: I can discuss why places of worship are important in religions.</b></p> <p>Create a poem using the Places of Worship Word Cards and choosing from the selection of art materials.</p>	<p><b>Striking and Fielding Games</b></p> <p><b>LO: I can learn how to get a batter out.</b></p> <p><b>Fitness</b></p> <p><b>LO: I can develop my understanding of how exercise helps my muscles.</b></p>	<p><b>LO: I can create short sequences of sound and perform with accuracy.</b></p> <p>Create and play a simple motif using visual representation to record it. Use dynamics to enhance a motif. Perform a piece with accuracy.</p>	<p><b>LO: I can create moving models that use sliders.</b></p> <p>Make a car-side to side Make a rabbit in a hay-up and down.</p>	<p><b>LO: I can edit a scene.</b></p> <p>Setting the Scene: Edit a scene by adding, deleting and moving objects. Change the size of objects using the attributes (properties) table.</p>

		prediction in column two.						
Week 6								
<p>Acrostic and List Poems</p> <p><b>LO: I understand what an acrostic poem is.</b></p> <p><b>I can research the topic of my poem.</b></p> <p><b>I can punctuate sentences with capital letters and full stops.</b></p> <p><b>I can use adjectives to describe.</b></p>	<p>Number/Place Value</p> <p><b>LO: I can count from 50-100.</b></p> <p><b>I can count in 10s.</b></p> <p><b>I can partition into tens and ones (2 days).</b></p>	<p><b>LO: I can name important discoveries made by scientists.</b></p> <p>Activity: Which plant parts can you eat?</p>	<p><b>LO: I can sequence events on a timeline</b></p> <p>Activity: Timeline Add the significant events in the history of flight to the timeline.</p>	<p><b>LO: I can use and apply the key parts of a place of worship to a new design.</b></p> <p>Design a new place of worship.</p>	<p><b>Striking and Fielding Games</b> <b>LO: I can play games and understand how to score points.</b></p> <p><b>Fitness</b> <b>LO: I can begin to understand the importance of daily exercise.</b></p>	<p><b>LO: I can create short sequences of sound and perform with accuracy.</b></p> <p>Create and play a simple motif using visual representation to record it. Use dynamics to enhance a motif. Perform a piece with accuracy.</p>	<p><b>LO: I can design three pages of my moving storybook.</b></p> <p>Activity: Design template. Design three pages of Humpty Dumpty</p>	<p><b>LO: I can plan and make a computer program.</b></p> <p>Using a Plan: Create a design plan for their Free Code Scene program. Use code to make the program they have designed work.</p>
Week 7								
<p>Acrostic and List Poems</p> <p><b>LO: I can write an acrostic poem.</b></p> <p><b>I understand what a list poem is.</b></p> <p><b>I can list rhyming words.</b></p> <p><b>I can write a list poem.</b></p>	<p>Number/Place Value</p> <p><b>I can find one more/one less than a number.</b></p> <p><b>I can compare numbers with the same number of tens.</b></p> <p><b>I can compare any two numbers (2 days).</b></p>	<p><b>BIG QUESTION – assessed piece of work.</b></p> <p><b>How many types of plants are there?</b></p>	<p><b>Assessment-Kapow Quiz</b></p>	<p><b>Trip to church/mosque?</b></p>	<p><b>Striking and Fielding Games</b> <b>LO: I can play games and understand how to score points.</b></p> <p><b>Fitness</b> <b>LO: I can begin to understand the importance of daily exercise.</b></p>	<p><b>Kapow end of unit assessment quiz.</b></p>	<p><b>LO: I can make my moving picture.</b></p> <p>Make their moving pictures.</p>	<p><b>LO: I can plan and make a computer program.</b></p> <p>Using a Plan: Create a design plan for their Free Code Scene program. Use code to make the program they have designed work.</p>

**Summer 2 (2024) – Let’s Explore!**

Week 8								
English	Maths	Science	Geography	PSHE	PE	Music	Art and Design	Computing
<p>Narrative/Letter</p> <p>Text: Grandad’s Island</p> <p><b>LO: I can link what I read to my own experiences.</b></p> <p><b>I can make inferences based on what is being and said and done.</b></p> <p><b>I can predict what might happen based on what I’ve read so far.</b></p> <p><b>I can discuss the meaning of words.</b></p>	<p>Multiplication and Division</p> <p><b>LO: I can make arrays (3 days)</b></p> <p><b>I can make doubles.</b></p>	<p><b>Living Things and their Habitats.</b> <b>Famous scientists associated with unit.</b> <b>Rachel Carson- Marine Pollution, Liz Bonnin Conservationist</b></p> <p><b>LO: I can identify some of the characteristics of living things.</b></p> <p>Activity: In groups of five assign each group one of the six life processes. Practise and perform a short presentation about</p>	<p><b>LO: I can identify human and physical features on an aerial photograph.</b></p> <p>Provide each pair with a digital device. Model and then ask them to work together using Google Earth to locate each feature in Resource: UK photographs and then label them on their UK maps.</p>	<p><b>Economic Wellbeing</b> <b>LO: I can discover what money is and how it helps us.</b></p> <p>Identify different coins and notes. Observe that coins and notes have different values. Explain how money is used to buy things.</p>	<p><b>Target Games</b> <b>LO: I can develop underarm throwing towards a target.</b></p> <p><b>Athletics</b> <b>LO: I can move at different speeds over varying distances.</b></p>	<p><b>LO: I understand that music can be used to represent an environment.</b></p> <p>Vocal and body sounds (Y1) (Theme: By the sea)  Match movements to sounds. Say why a piece of music sounds like the sea. Create sea sounds with voice and body.</p>	<p><b>DT: LO: I can evaluate my product against the design criteria.</b></p> <p>Activity: Evaluation Complete the evaluation for their own product. Record on the Activity: Evaluation of what they might change about their design.</p>	<p><b>LO: I can create a computer program using an algorithm.</b></p> <p>Algorithms: Explain that an algorithm is a set of instructions. Describe the algorithms they created. Explain that for the computer to make something happen, it needs to follow clear instructions.</p>

		their assigned life process.						
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Week 9								
English	Maths	Science	Geography	PSHE	PE	Music	Art and Design	Computing
Narrative/Letter Text: Grandad's Island <b>LO: I can draw on what I already know.</b> <b>I can participate in discussions about what I have read.</b> <b>I can discuss the significance of events.</b> <b>I can sequence sentences.</b>	Multiplication and Division <b>LO: I can make equal groups-grouping (2 days).</b> <b>I can make equal groups- sharing (2 days).</b>	<b>LO: I can recognise the difference between things that are alive, were once alive or have never been alive.</b> Activity: Classifying objects. Write a sentence for each of the three subheadings to explain their reasons for classifying objects into each group.	<b>LO: I can label the seas and oceans on a map of the UK.</b> Activity: Map of the UK. Locate and label the four countries of the UK, the four capital cities of the countries in the UK and label the surrounding seas and oceans.	<b>LO: I can consider ways to keep coins safe.</b> Recognise why it is important to keep money safe. Explain what to do if you find money that does not belong to you. Identify ways to keep cash safe in different situations.	<b>Target Games</b> <b>LO: I can develop throwing for accuracy.</b>  <b>Athletics</b> <b>LO: I can develop balance.</b>	<b>LO: I understand how music can represent changes in an environment.</b> Say why two pieces of music sound different from each other. Create sea sounds with voice and body.	<b>LO: I can use my hands as a tool to shape clay.</b> Sculpture and 3D: Clay houses (Y2) Flatten clay to make a smooth surface. Shape clay using hands. Make different marks in clay by pressing into it. Shape clay to make a model.	<b>LO: I can create a program using a given Design.</b> Collision Detection: Plan an algorithm that includes collision detection. Create a program using collision detection. Read blocks of code and predict what will happen when it is run.

Week 10								
English	Maths	Science	Geography	PSHE	PE	Music	Art and Design	Computing
Narrative-Character/Feelings/Description Information Text: Ivy and the Lonely Raincloud <b>LO: I can link what I read to my own experiences.</b> <b>I can retell the main events from a story.</b> <b>I can describe a character's feelings.</b> <b>I can use adjectives to describe.</b> <b>I can write in the role of a character.</b>	Money <b>LO: I can find totals of coins using number facts (3 days).</b> <b>I can find change.</b>	<b>LO: I can identify plants and animals in different habitats.</b> Activity: Four habitats. Move around the space and find the following information for each habitat: Two animals that live in the habitat. A plant that lives in the habitat. A description of what the habitat is like.	<b>LO: I can locate some coasts in the UK.</b> Use the link: Google Earth to locate and label the named UK coasts on their maps. Choose one colouring pencil to shade the five different coasts.	<b>LO: I can recognise the purpose of banks and building societies.</b> Recognise that banks and building societies help keep money safe. Discuss how having a savings account can help people save money. Explain how money is kept safe in an online account.	<b>Target Games</b> <b>LO: I can develop underarm and overarm throwing at a target.</b>  <b>Athletics</b> <b>LO: I can develop changing direction quickly.</b>	<b>LO: I can select instruments to match seaside sounds.</b> Make sounds on a range of instruments. Match instruments to seaside sounds. Use voice and body to create seaside sounds.	<b>LO: I can shape a pinch pot and join clay shapes as decoration.</b> Use the pinching technique to shape a pot. Use fingers and thumbs to make the sides of the pot even. Join clay to help decorate my pot.	<b>LO: I can design an algorithm that follows a timed sequence.</b> Using a Timer: Create a program that uses a timer-after command. Explain what the timer-after command does in their program. Predict what will happen in a program that includes a timer-after command.

Week 11								
English	Maths	Science	Geography	PSHE	PE	Music	Art and Design	Computing
Narrative-Character/Feelings/Description Information Text: Ivy and the Lonely Raincloud	Money <b>LO: I can find differences in amounts of money.</b> <b>I can find totals of amounts; change from 10p, 20p (3 days).</b>	<b>LO: I can identify how a habitat provides animals and plants with what they need to survive.</b>	<b>LO: I can follow a route on a map. I can identify human features. I can record data in a tally chart.</b>	<b>LO: I can begin to understand the differences between spending and saving money.</b>	<b>Target Games</b> <b>LO: I can develop throwing for accuracy and distance using underarm and overarm.</b>	<b>LO: I can recognise and use dynamics and tempo.</b> Play loud and quiet sounds on an	<b>LO: I can use impressing and joining techniques to decorate a clay tile.</b>	<b>LO: I can create a computer program.</b> Different Object Types:

<p><b>LO: I can plan my own fictional story.</b></p> <p><b>I can describe the weather.</b></p> <p><b>I can write a fictional story.</b></p> <p><b>I can re-read what I have written to check that it makes sense.</b></p>		<p>Use a website to research a fox, a hazel dormouse and a barn owl. Find out about the animal group, diet, predators and shelter.</p>	<p>Fieldwork to investigate how people use the local area. Tally chart of human features in the local area.</p>	<p>Explain the difference between spending and saving. Suggest why someone would choose to spend or save money. Share own opinions about using money.</p>	<p><b>Athletics</b> <b>LO: I can explore hopping, jumping and leaping for distance.</b></p>	<p>instrument and with voice. Play fast and slow sounds on an instrument and with voice. Say how the volume (dynamics) and speed (tempo) changes the mood.</p>	<p>Describe ideas about the work of artist Rachel Whiteread. Roll a smooth clay tile. Create a pattern by pressing into and joining pieces onto the tile.</p>	<p>Create a computer program that includes different object types. Modify the attributes (properties) of an object. Use different events in their program to make objects move.</p>
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**Week 12**

English	Maths	Science	Geography	PSHE	PE	Music	Art and Design	Computing
<b>ASSESSMENT WEEK</b>		<p><b>LO: I can name animals in a rainforest and ocean habitat.</b></p> <p>Activity: How do living things depend on each other? Draw a line to match the final jigsaw pieces to the sentence starters. Write the four sentences in their books, then draw and label a picture of each animal.</p>	<p><b>LO: I can create a pictogram to represent how people use the local coast.</b></p> <p>Construct a pictogram on the Activity: Pictogram using the information from their tally chart the previous week.</p>	<p><b>LO: I can identify the different job roles adults have in school.</b></p> <p>Explain what a job is. Discuss the different ways people help in school. Identify ways that adults in a school work together.</p>	<p><b>Target Games</b> <b>LO: I can select the correct throw for the target.</b></p> <p><b>Athletics</b> <b>LO: I can develop throwing for distance.</b></p>	<p><b>LO: I can write music down and perform from a graphic score.</b></p> <p>Create a simple picture (graphic score) to describe the music. Create a sound before drawing it. Perform a piece of music from a picture (graphic score).</p>	<p><b>LO: I can use drawing to plan the features of a 3D model.</b></p> <p>Draw a house that will be made into a clay tile. Decide how to create features like a door, windows and the roof in clay. Label the drawing accurately.</p>	<p><b>LO: I can create a program using a given design.</b></p> <p>Buttons: Create a computer program that includes a button object. Explain what a button does in their program. Modify the attributes (properties) of a button to fit their program design.</p>

**Week 13**

<p>Narrative-Character/Feelings/Description Information</p> <p>Text: Ivy and the Lonely Raincloud</p> <p><b>LO: I can identify the difference between a fiction and non-fiction text.</b></p> <p><b>I can identify the features of an information text.</b></p> <p><b>I understand the layout of an information text.</b></p> <p><b>I can punctuate questions.</b></p> <p><b>I can locate information in a text.</b></p>	<p>Measures and Shape</p> <p><b>LO: I can compare and measure capacities (3 days)</b></p> <p><b>I can explore container capacity.</b></p>	<p><b>LO: I know how animals get their food from plants and other animals.</b></p> <p>Activity: Folding food chains. Create two folding food chains from two habitats (woodland, rainforest or ocean).</p>	<p><b>LO: I can locate the five oceans on a world map.</b></p> <p>Activity: World map Label each of the five oceans on their maps.</p>	<p><b>LO: I can identify and describe different jobs.</b></p> <p>Name different jobs that people do. Talk about what people do in different jobs. Create a drawing and write about your dream job.</p>	<p><b>Target Games</b> <b>LO: I can develop throwing for accuracy and distance.</b></p> <p><b>Athletics</b> <b>LO: I can develop throwing for accuracy.</b></p>	<p><b>LO: I can write music down and perform from a graphic score.</b></p> <p>Create a simple picture (graphic score) to describe the music. Create a sound before drawing it. Perform a piece of music from a picture (graphic score).</p>	<p><b>LO: I can make a 3D clay tile from a drawn design.</b></p> <p>Use the design to guide the clay work. Use both pressing in and joining clay techniques on the tile.</p>	<p><b>LO: I can debug simple programs.</b></p> <p>‘Smelly Code’ Debugging: Explain what debug (debugging) means. Use a design document to start debugging a program. Debug simple programs.</p>
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**Week 14**

<p>Narrative-Character/Feelings/Description Information</p> <p>Text: Ivy and the Lonely Raincloud</p>	<p>Measures and Shape</p> <p><b>I can explore container capacity.</b></p> <p><b>I can recognise 3-D shapes.</b></p>	<p><b>BIG QUESTION – assessed piece of work.</b></p>	<p><b>Assessment-Kapow Quiz</b></p>	<p><b>Assessment-Kapow Quiz</b></p>	<p><b>Target Games</b> <b>LO: I can develop throwing for accuracy and distance.</b></p>	<p><b>Assessment-Kapow Quiz</b></p>	<p><b>LO: I can evaluate my finished tile and say how it reflects my design.</b></p>	<p><b>LO: I can debug simple programs.</b></p> <p>‘Smelly Code’ Debugging:</p>
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<p><b>LO: I can write full sentences with capital letters and full stops.</b></p> <p><b>I can write for a purpose.</b></p> <p><b>I can edit and improve my information text.</b></p>	<p><b>I can describe 3-D shapes and turns.</b></p>	<p><b>Why do different animals live in different places?</b></p>			<p><b>Athletics</b></p> <p><b>LO: I can develop throwing for accuracy.</b></p>			<p>Explain what debug (debugging) means. Use a design document to start debugging a program. Debug simple programs.</p>
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