

Hurricane Class MTP Summer Term 2025

| Subject | Summer 1 | Key focus and Outcomes | Summer 2 | Key focus and Outcomes |
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| English: Writing Skills & Grammar Skills | Key Texts: Wolves Ocean Meets Sky | -non-chronological leaflet about Wolves. -captions, information writing, character descriptions, comparisons. -extended fantasy narrative -setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, inverted commas. | Key Texts: The Bear Under The Stairs Lizzie and the Cloud | -information text. -letters, retelling, own version narrative. -guidebook -descriptions, adverts/pitches, letters of advice, postcard. |
| Maths | Fractions Time | -recognise half, quarter, third and tenths -unit and non-unit fractions. -find fractions of amounts. -introduce equivalence. -tell the time to 15/5/1 minute -AM/PM -units of time -analogue and digital clocks -find the duration. | Statistics Shape Money Perimeter Mass and Capacity | -find the perimeter of 2D shapes. -recognise coins and notes -give change. -find the mass, capacity and volume of objects. -recognise, interpret and create pictograms, bar charts, line graphs. -use tally charts. -present data. |
| Science | Plants | -what do plants grow from? -what are seeds, pods and bulbs? -how do bulbs and seeds grow? -what does a seed need to grow? | Plants | -what does a plant need to stay healthy? -what is the life cycle of a plant? |
| History | The Romans | -Who were the Romans? -What can we learn about the Romans from architecture, writings, artwork and artefacts? -When and why did the Romans invade Britain? | The Romans | -How did the Romans change Britain? -Who was Boudicca? -Did the Romans ever fully leave Britain? |
| Art & DT | Mosaics | -how are mosaics used in art? -study of artist who used mosaics-Antoni Gaudi. Imitate some of his art. | Roman Shields | -what were Roman shields? -how were they made? |

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| | | -how and why did the Romans use mosaics? | | -what did the symbols on the shields represent? -create our own Roman shields |
| Music | Dancing and drawing to Nautilus | -perform actions to music, reinforcing a sense of beat. -respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. -develop awareness of duration and the ability to move slowly to music. - create art work, drawing freely and imaginatively in response to a piece of music. | Come Dance With Me | create musical phrases from new word rhythms that children invent. -sing either part of a call-and-response song. - play the response sections on tuned percussion using the correct mallet hold. • - listen and copy call-and-response patterns on voices and instruments |
| RE | What do Christians believe about Love? | -how did Jesus show love to those around him? -how can we do the same? -who were Jesus' disciples? -Key texts: The Good Samaritan, Jesus feeds the 5000, The Selfish Farmer, The Widow's Gift. -compare Christianity to Buddhism. | What do Muslim people believe about Islam and Iman? | -Muslim beliefs. -How do the beliefs shape a Muslim's life, how they live and who they look up to? -How do Muslims contribute to the communities they live in? |
| Computing | Creating Media | 1 words and pictures 2 can you edit it? 3 great template! 4 can you add content? 5 lay it out 6 why desktop publishing? | Programming B | 1 moving a sprite 2 maze movement 3 drawing lines 4 adding features 5 debugging movement 6 making a project |
| PSHE | Being my best | -believing in yourself. -how to stay clean and healthy. -what does my body do? -what does my body need? -basic first aid. | Growing and Changing | -how we grow and change. -respecting privacy -building a support network. |

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| French | N/A | | Shopping | <ul style="list-style-type: none">-ordering food and drink at the café.-the names of key food and drink items.-handling money in French.-what are the names of the French version of our shops? |
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