



### English

#### Simple Narrative

- To write a story about the experiences of others
- To use adverbs of time to sequence events.
- To plan what I want to say before I write anything by saying my ideas out loud.
- To write what I want to say sentence by sentence.
- To re-read my writing to check it makes sense and make additions or corrections where necessary.

#### Instructions

- To write a set of developed instructions.
- To use subordinating and coordinating conjunctions to join information and give reasons.
- To use adverbs of time to sequence and add detail.
- To use commas to separate items in a list.

#### Grammar & Punctuation

- To use an expanded noun phrase to describe and specify.
- To use capital letters, full stops and question marks correctly.
- To use coordination to join ideas and give reasons.
- To use past and present tense correctly.

#### Phonics & Spelling

- To revise common Phase 5 GPCs oo, ew, u-e, ue.
- To revise common phase 5 GPC's or, ore, oor, aw.
- To spell the /dʒ/ sound as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'.
- To spell the /s/ sound as 'c' before 'e', 'i' and 'y'.
- To spell the /n/ sound as 'kn' and 'gn' at the beginning of words.
- To spell common homophones correctly.

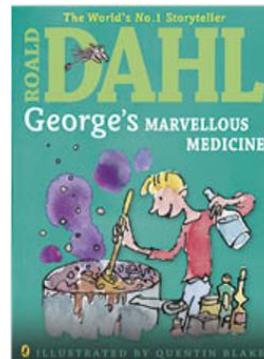
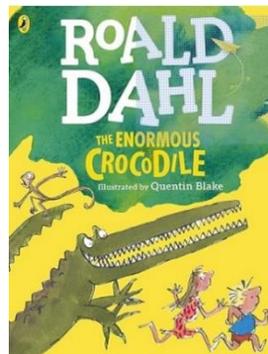
#### Handwriting

- To form lower-case letters of the correct size relative to one another.

### Remembrance Day



### Class Book Funny Stories by 'Roald Dahl'



### Maths

#### Addition & Subtraction

- Fact families – To write addition and subtraction bonds within 20.
- To identify related facts.
- To find bonds to 100 (tens).
- To add and subtract 1s.
- To add by making 10.
- To add three 1-digit numbers.
- To add to the next 10.
- To add across a 10.
- To subtract across 10.
- To subtract from a 10.
- To subtract a 1-digit number from a 2-digit number (across a 10).
- To find 10 more and 10 less.
- To add and subtract 10s.
- To add two 2-digit numbers (not across a 10).
- To add two 2-digit numbers (across a 10).
- To subtract two 2-digit numbers (not across a 10).
- To subtract two 2-digit numbers (across a 10).
- To calculate mixed addition and subtraction.
- To compare number sentences.
- To solve missing number problems.

#### Shape

- To recognise 2-D and 3-D shapes.
- To count sides and vertices on 2-D shapes.
- To draw 2-D shapes.
- To identify lines of symmetry on shapes.
- To use lines of symmetry to complete shapes.
- To sort 2-D shapes.
- To count faces and edges and vertices on 3-D shapes.
- To sort 3-D shapes.
- To make patterns with 2-D and 3-D shape.

## Science

### Animals including Humans

Pupils will focus on the human life cycle and use their own experiences to look at how humans change as they grow older. Pupils will then focus on healthy lifestyles and the importance of diet, exercise and hygiene.

- To understand that animals, including humans, have offspring (babies) which grow into adults.
- To compare the stages of the human life cycle.
- To recognise the importance of a balanced diet.
- To investigate the effects exercise has on the human body.
- To understand the importance of good hygiene.

### Working Scientifically

- To gather information to answer simple questions.
- To carry out simple practical tests.
- To make careful observations.
- To use their findings to draw conclusions and suggest answers to questions.

## RE

### Why does Christmas matter to Christians? (Digging Deeper)

- Recognise that Incarnation is part of the 'Big Story' of the Bible.
- Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.
- Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.
- Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.

### Pupils will know that:

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).
- Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.

## History

### Remembrance Day (Significant Event)

Pupils will be introduced to the concept of Remembrance Day and will learn why people in this country wear poppies in November. Pupils will understand that there are events beyond living memory that are significant nationally and globally, and that these are commemorated through anniversaries. Pupils will learn how to ask relevant questions about WWI and to deduce facts about the war based on their own investigations. Pupils will attempt to empathise with the people who lived through the war, and to use this knowledge to explain why it is important to remember significant past events, like WWI.

### Enquiry 1

- Why are people wearing poppies this week?

### Enquiry 2

- Who do we remember on Remembrance Day?

### Enquiry 3

- Why do we have Remembrance Day?

### Enquiry 4

- What happens on Remembrance Day?

### Enquiry 5

- Why is it important to remember?

<p style="text-align: center;"><b>PSHE</b> <b>Happy and Healthy Me</b></p> <p>At the end of this unit, pupils will understand the human body and the importance of looking after it. They will consider and understand how the choices we make affect our health and wellbeing.</p> <ul style="list-style-type: none"> <li>• To describe the components of a healthy diet.</li> <li>• To recognise the importance of physical activity.</li> <li>• To understand the effect sleep has on wellbeing.</li> <li>• To recognise, name and deal with various feelings (positive &amp; negative).</li> <li>• To name parts of the human body, recognising the differences between boys and girls.</li> <li>• To understand how to maintain personal hygiene.</li> <li>• To recognise how diseases can spread and can be controlled.</li> </ul>	<p style="text-align: center;"><b>Music</b> <b>Exploring Rhythmic Patterns</b></p> <ul style="list-style-type: none"> <li>• To recognise repeated rhythmic patterns.</li> <li>• To compose and perform a simple rhythmic ostinato.</li> <li>• To identify changes in musical texture.</li> <li>• To maintain a simple rhythmic part in a group.</li> <li>• To internalise pulse.</li> <li>• To identify beats in a bar.</li> <li>• To follow a simple graphic score.</li> <li>• To create a simple graphic score.</li> <li>• To identify patterns in music.</li> <li>• To copy rhythm patterns.</li> <li>• To identify rests in music.</li> <li>• To compose and play simple rhythm patterns.</li> <li>• To sing together.</li> </ul>	<p style="text-align: center;"><b>Computing</b> <b>Digital Photography</b></p> <p>Pupils will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p> <ul style="list-style-type: none"> <li>• To use a digital device to take a photograph.</li> <li>• To make choices when taking a photograph.</li> <li>• To describe what makes a good photograph.</li> <li>• To decide how photographs can be improved.</li> <li>• To use tools to change an image.</li> <li>• To recognise that photos can be changed.</li> </ul>
<p style="text-align: center;"><b>Design Technology</b> <b>Food</b></p> <p>Pupils will design and make their own healthy wrap. They will develop skills and learn to use simple utensils and equipment safely before tasting and evaluating their design.</p> <ul style="list-style-type: none"> <li>• To understand and use the principles of a healthy and varied diet.</li> <li>• To know where to find nutritional information on packaging &amp; what it means.</li> <li>• To know and use technical vocabulary relevant to balanced diets.</li> <li>• To design an appealing product based on healthy food combinations.</li> <li>• To communicate their ideas through talk and drawings, using their senses to describe food.</li> <li>• To select ingredients considering flavour combinations.</li> <li>• To use simple equipment to cut, snip, slice, spread and grate safely.</li> <li>• To evaluate ideas and the finished product against the design criteria.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Fitness</b></p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <ul style="list-style-type: none"> <li>• To understand how to run for longer periods of time without stopping.</li> <li>• To develop co-ordination and timing when jumping in a long rope.</li> <li>• To develop individual skipping.</li> <li>• To take part in a circuit to develop stamina and agility.</li> <li>• To explore exercises that use your own body weight.</li> <li>• To develop 'ABC,' agility, balance and co-ordination.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Yoga</b></p> <p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p> <ul style="list-style-type: none"> <li>• To copy and repeat yoga poses.</li> <li>• To develop an awareness of strength when completing yoga poses.</li> <li>• To develop an awareness of flexibility when completing yoga poses.</li> <li>• To copy and remember actions linking them into a flow.</li> <li>• To create a flow and teach it to a partner.</li> <li>• To explore poses and create a yoga flow.</li> </ul>