



English

Writing to Inform (cont. from Spr 1)

To write a non-chronological report to provide information about an animal.

- Opening questions
- Encapsulating what they want to say sentence by sentence
- Noun phrases to describe

Poetry

To write a diamantes poem (Transport Theme)

- To listen to, discuss and express views about poetry
- To recognise simple recurring literary language in poetry
- To learn poems by heart, reciting them with appropriate intonation to make the meaning clear
- To write own poems

Grammar & Punctuation

- Past and present tense
- Subordinating and coordinating conjunctions to join information and give reasons
- Commas to separate items in a list

Phonics & Spelling

- The /o/ sound spelt 'a' after a 'w' or 'qu'
- The /or/ sound spelt 'a' before l and ll
- /ʒ/ spelt 's'
- Words ending in 'tion'
- Adding -es to words ending in the consonant 'y'.

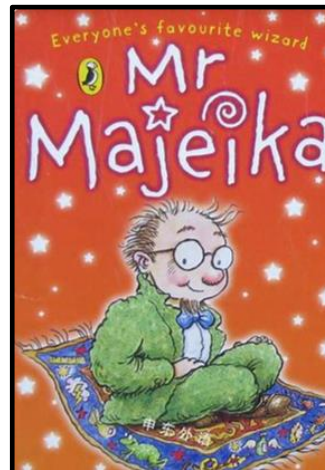
Handwriting

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

Inventors & Inventions



Class Book



Maths

Pupils will learn the following skills:

Multiplication & Division

- To understand odd and even numbers
- To explore the 10 times-table
- To divide by 10
- To explore the 5 times-table
- To divide by 5

Length & Height

- To measure in centimetres
- To measure in metres
- To compare lengths and heights
- To order lengths and heights
- To use the four operations with lengths and heights

Mass and Capacity

- To compare mass
- To measure in grams
- To measure in kilograms
- To compare volume and capacity
- To measure in millilitres
- To measure in litres
- To use the four operations with mass, volume and capacity

<p style="text-align: center;">Science</p> <p style="text-align: center;">Living things and their Habitats</p> <p>Children will explore and compare different habitats and how they provide for the basic needs of the animals and plants that live there.</p> <ul style="list-style-type: none"> • To identify and name animals and plants in local and world habitats. • To identify minibeasts in microhabitats. • To recognise that living things in habitats depend on each other. • To describe how animals obtain their food using simple food chains. <p>Working Scientifically</p> <ul style="list-style-type: none"> • To identify, classify and sort objects into categories. • To ask simple questions and recognise that they can be answered in different ways. • To gather and record data to answer questions. • To use their observations and ideas to suggest answers to questions. 	<p style="text-align: center;">PE</p> <p style="text-align: center;">Gymnastics (cont.)</p> <p>In this unit pupils will learn to explore and develop basic gymnastic actions on the floor and using apparatus. They will develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. They will learn to work safely with and around others and whilst using apparatus. Pupils will be given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <ul style="list-style-type: none"> • To demonstrate different shapes, take off and landing when performing jumps. • To develop different shapes, take offs and landings when performing jumps. • To develop rolling and sequence building. • To refine rolling and sequence building. • To create a sequence using apparatus. • To create a sequence using apparatus. 	<p style="text-align: center;">PE</p> <p style="text-align: center;">Invasion Games</p> <p>Pupils will develop their understanding of invasion games and the principles of defending and attacking. They will use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They will have the opportunity to play uneven and even sided games. They will learn how to score points in these types of games and learn to play to the rules.</p> <ul style="list-style-type: none"> • To understand what being in possession means and support a teammate to do this. • To understand that scoring goals is an attacking skill and to explore ways to do this. • To understand that stopping goals is a defending skill and explore ways to do this. • To explore how to gain possession. • To mark an opponent and understand that this is a defending skill. • To learn to apply simple tactics for attacking and defending.
<p style="text-align: center;">PSHE</p> <p style="text-align: center;">Me and My Safety</p> <p>At the end of this unit, children will recognise that they have a shared responsibility to keep themselves as well as others safe. They will develop their understanding of rules and how to keep safe both physically and emotionally.</p> <ul style="list-style-type: none"> • To recognise safe and unsafe situations. • To describe how to keep safe in unsafe places. • To know how to make a call to the emergency services. • To understand how to keep themselves safe in relation to people. 	<p style="text-align: center;">Music</p> <p style="text-align: center;">Sequencing and combining sounds to tell stories and create effects</p> <p>Stormy Weather:</p> <ul style="list-style-type: none"> • To identify and describe a sequence of sounds • To identify and control dynamics <p>Weather Improvisation:</p> <ul style="list-style-type: none"> • To select sounds to accompany a song • To create and perform a sequence of weather sounds • To improvise sounds within a structure <p>Creating and performing soundscapes</p> <p>Morning Soundscapes:</p> <ul style="list-style-type: none"> • To begin to define and recognize a range of timbres and dynamics • To create a musical story using appropriate timbres and dynamics on instruments. 	<p style="text-align: center;">Computing</p> <p style="text-align: center;">Data and Information - Pictograms</p> <p>Pupils will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p> <ul style="list-style-type: none"> • To recognise that we can count and compare objects using tally charts • To recognise that objects can be represented as pictures • To create a pictogram • To select objects by attribute and make comparisons • To explain that we can present information using a computer

DT Mechanisms

Pupils will design and make their own Easter card with a moving mechanism. They will learn vocabulary related to mechanisms before creating functional linkages and evaluating their design.

- To identify the correct terms for levers, linkages and pivots.
- To analyse mechanisms using the correct terminology.
- To create functional linkages that produce the desired input and output motions.
- To design Easter cards that incorporate a functional linkage.
- To evaluate their designs against the design criteria and use feedback from peers to choose a final design.
- To select and assemble materials to create an Easter card.
- To assemble a card to their linkages to create a finished product.

RE Salvation

Why does Easter matter to Christians? (Digging Deeper)

By the end of the unit, pupils are expected to:

- Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.
- Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).
- Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.
- Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.

Pupils will know that:

- Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.
- Christians believe Jesus builds a bridge between God and humans.
- Christians believe Jesus rose again, giving people hope of a new life.

History

Who were significant Inventors and how did their inventions impact on Stoke-on-Trent?

The history of trains

Key Questions 2 & 3: Who were James Watt and George Stephenson and why were their achievements significant?

- To identify how life was different for different people in history.
- To explore and compare Watt's and Stephenson's inventions.
- To understand why their inventions were significant.

The history of flight

Key Questions 1, 4 & 5: Who were Da Vinci, The Wright Brothers and Reginald Mitchell and what did they invent?

- To use sources and make simple inferences.
- To explore and compare the achievements of Da Vinci, The Wright Brothers & Reginald Mitchell.

What is significant about Watt's, Stephenson's and Mitchell's inventions?

- To describe how the inventions of Watt, Stephenson and Mitchell impacted on Stoke-on-Trent and the Pottery industry.