



English

This half term, pupils will cover the following texts and skills:

Poetry - Acrostics

Grammar/Punctuation

- The first or last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word
- The acrostic links to a given theme, e.g. Spring
- Lines usually end with commas.

Writing to Inform – Simple Instructions: How to plant a seed.

- Concept of a sentence
- Basic sequencing of sentences
- Capital letters and end marks
- Word choices
- Correct tense form
- Labels and captions

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters and digits 0-9

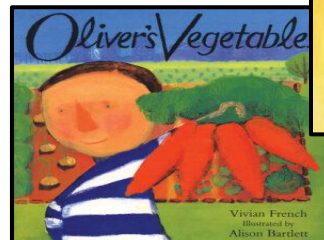
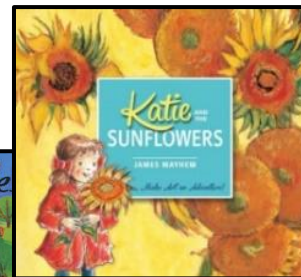
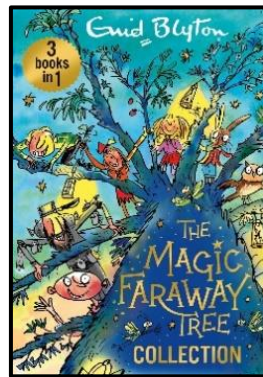
Phonics/Spellings

- To know the phoneme /c / written c, ck, ch
- To know the phoneme /s/ written as c(e), c(i), c(y)
- To know how to read and spell the irregular words two, once, great, clothes.
- Consolidation of previously taught phonemes.
- Phonics Screening Check Preparation.

Topic Local Area



Class Books



Maths

In maths over the term, we will be covering the following objectives:

Addition and subtraction (within 20)

- Add by counting on within 20.
- Adding ones using number bonds.
- Find and make number bonds to 20.
- Doubles.
- Near doubles.
- Subtraction using number bonds.
- Subtraction– counting back.
- Subtraction – finding the difference.
- Related facts.
- Missing number problems.
- End of Unit Assessment.

Place Value (within 50)

- Count from 20 to 50.
- 20, 30, 40 and 50 .
- Count by making groups of ten.
- Groups of tens and ones.
- Partition into tens and ones.
- The number line to 50.
- Estimate on a number line to 50.
- 1 more and 1 less.
- End of Unit Assessment.

Science Plants

Pupils should be able to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- identify and describe the basic structure of a variety of common flowering plants, including trees.

The following skills will be covered whilst working scientifically:

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

-. Geography The United Kingdom

Pupils should be able to:

- Know the difference between urban and rural areas including their own.
- Use fieldwork to identify and record the main features of the school grounds.
- Use fieldwork to identify and record the main features of the local area.
- Use data collected during fieldwork and recount the journey through the local area.
- Recognise some commonly used Ordnance Survey map symbols.
- Create a map of our local area, showing the key features.

Pupils should be able to:

- Spot the difference between urban and rural areas and know what type of settlement they live in.
- Explore and record the main features of the school grounds and local area.
- Use what I found out about the local area to write a recount of my journey.
- Recognise the symbols on a map of my local area.
- Work with others to make a map of my local area.

RE What Do Some Jews Believe?

Pupils will know that:

- Torah is the Jewish holy book and contains rules to live by, teaching and guidance
- Judaism is based on a covenant, a two-way promise between God and His people.
- Torah is written in Hebrew in the form of a scroll.
- Shabbat is an important part of Jewish family life and help Jewish to feel closer to God.
- Shabbat lasts from sunset on Friday to sunset on Saturday, and symbols mark its beginning and end.
- Shabbat is a time of rest and recalls how God rested on the seventh day after creation.
- The words of Torah forms the opening of the Christian Bible.

Pupils should be able to:

- Share the basic beliefs of Judaism and explain the place of the Torah and Shabbat in the lives of a Jewish child.
- Identify key symbols of the Shabbat meal and suggest what they mean.
- Suggest what makes Shabbat a day of rest, or how it might help Jewish families to feel closer to God.

<p style="text-align: center;">Music High and Low – Exploring Pitch</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • To use movement to respond to changes in pitch. • To use ‘higher’ or ‘lower’ to describe sounds. • To play and sing melodies that move up and down by step. • To play a simple melodic accompaniment • To accompany a song using tuned and untuned percussion. • To identify musical patterns (e.g. high/low/high/low). 	<p style="text-align: center;">Art and Design Making Birds</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • That there is a relationship between drawing & making – we can transform 2d to 3d. • That we can use observational drawing and experimental mark-making together to make art. • That we can work from similar stimulus or starting point but end up with very different individual results. • That the individual results can then be brought together to make a whole artwork. 	<p style="text-align: center;">PE Athletics</p> <p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p> <ul style="list-style-type: none"> • To learn to move at different speeds for varying distances. • To develop a foundation for balance and stability. • To develop agility and coordination. • To explore hopping, jumping and leaping for distance. • To develop throwing for distance. • To develop throwing for accuracy.
<p style="text-align: center;">PHSE Me and Other People</p> <p>As part of our focus on ‘Me and Other People, pupils will be looking at the following objectives and working towards having a secure knowledge of how to:</p> <ul style="list-style-type: none"> • Understand that they belong to various groups and communities. • Understand that there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying. <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Recognise that they are members of groups and communities. • Describe how it might feel to be excluded from a group. • Use strategies to make sure everyone is included. • Describe different types of teasing. • Describe strategies for dealing with teasing. • Define what bullying is. • Explain what to do if they are being bullied. 	<p style="text-align: center;">Computing Programming A – Moving a Robot</p> <p>Pupils will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Explain what a given command can do. • Act out a given word. • Combine forwards and backwards commands to make a sequence. • Combine four direction commands to make a sequence. • Plan a simple program. • Find more than one solution to a problem. 	<p style="text-align: center;">Target Games</p> <p>Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <ul style="list-style-type: none"> • To develop underarm throwing to a target. • To develop throwing for accuracy. • To develop underarm and overarm throwing for accuracy. • To develop throwing for accuracy and distance using underarm and overarm. • To select the correct technique for the situation.