



English

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

Poetry – Senses Poem

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

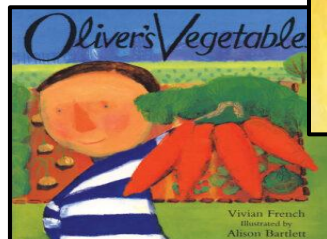
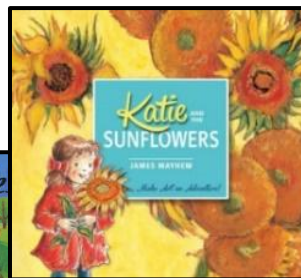
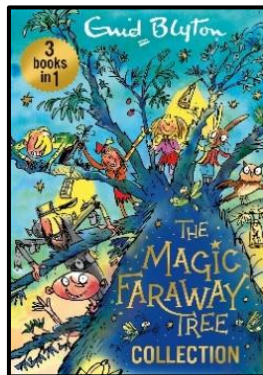
- To know the phoneme /c / written c, ck, ch
- To know the phoneme /s/ written as c(e), c(i), c(y)
- To know how to read and spell the irregular words two, once, great, clothes.
- Consolidation of previously taught phonemes.
- Phonics Screening Check Preparation.

Topic

Local Area



Class Books



Maths

Mass and Volume

- Heavier and lighter.
- Measure mass.
- Compare mass.
- Full and empty.
- Compare volume.
- Measure capacity.
- Compare capacity.
- End of Unit Assessment.

Multiplication and Division

- Count in 2s.
- Count in 10s.
- Count in 5s.
- Recognise equal groups.
- Add equal groups.
- Make arrays.
- Make doubles.
- Make equal groups – grouping.
- Make equal groups – sharing.
- 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;">PHSE Me and Other People</p> <p>Pupils will:</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;">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;">Computing Programming A – Moving a Robot</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;">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/hgh/low) 	<p style="text-align: center;">PE Athletics</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;">PE Target Games</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.