



English

Writing to Inform (cont.)

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

- To compose and write opening questions.
- To encapsulate what they want to say sentence by sentence.
- To use noun phrases to describe.

Poetry

To write a diamante poem.

- 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

- To use past and present tense correctly.
- To include subordinating and coordinating conjunctions to join information and give reasons.
- To use commas to separate items in a list.

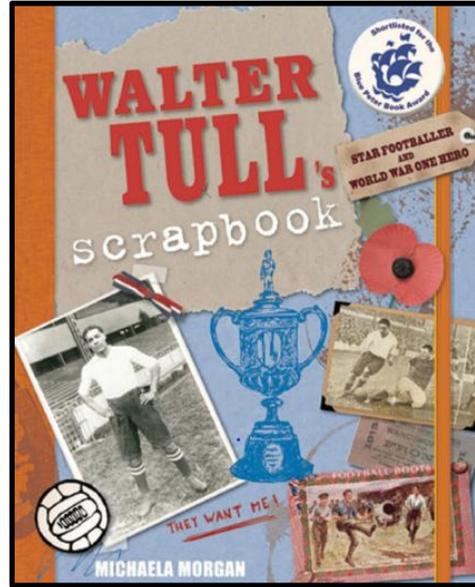
Phonics & Spelling

- To spell words where /o/ is spelt 'a' after a 'w' or 'qu'.
- To spell words where /or/ is spelt 'a' before l and ll.
- To spell words where /z/ is spelt 's'.
- To spell words ending in 'tion'.
- To add -es to words ending in the consonant 'y'.

Handwriting

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

Significant Individual: Walter Tull



Class Book



Maths

Pupils will learn the following skills:

Multiplication & Division

- To recognise equal groups.
- To make equal groups.
- To add equal groups.
- To introduce the multiplication symbol.
- To calculate multiplication sentences.
- To use arrays.
- To make equal groups – grouping.
- To make equal groups – sharing.
- To recall facts from the 2 times-table.
- To divide by 2.
- To double and halve numbers.
- To identify odd and even numbers.
- To recall facts from the 10 times-table.
- To divide by 10.
- To recall facts from 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.

<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><u>Working Scientifically:</u></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;">RE</p> <p style="text-align: center;">Why does Easter matter to Christians?</p> <p>Pupils will recognise that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. They will find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. Finally, they will consider what the story of Easter means for Christians today and why they put their hope in heaven.</p> <ul style="list-style-type: none"> What are the main events of the Bible story of Holy Week and Easter? What are the six biggest moments in the story of Easter? How do Christians feel about the main events of the Bible stories of Holy Week and Easter? Why do Christians say 'Good Friday' for the day Jesus died? What impact does the Easter story have on many Christians? We will think again about the big idea that Christians remember at Easter - 'Jesus as Saviour'? 	<p style="text-align: center;">Music</p> <p style="text-align: center;">Contrasting Dynamics – Vocal Soundscapes.</p> <ul style="list-style-type: none"> To use their voice to create a variety of sounds. To use dynamics to create an atmosphere. To collaborate with peers to contribute to a group soundscape. To correctly identify changes in dynamics. To show changes in dynamics using bodies and vocals. To compare two pieces of music using musical vocabulary to describe the changes in dynamics. To interpret music in a visual form. To identify and discuss patterns in different pieces of music. To successfully create and play patterns, notating them. To create and play a simple pitch pattern accurately.
<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 understand how to stay safe online. To develop an awareness of what to do if they are uncertain about online safety. To understand what medicine is. To develop their awareness of how to stay safe with medicines. 	<p style="text-align: center;">History</p> <p style="text-align: center;">Significant Individual: Walter Tull</p> <p>Pupils will look at the childhood and football career of Walter Tull, what happened to him, when he fought in World War I and why he was different from most people of his time.</p> <ul style="list-style-type: none"> Who was Walter Tull and when did he live? Did Walter have a happy or terrible childhood? What are the differences between Walter's life and the lives of footballers today? What was it like for Walter when he played football at a match in Bristol? How did Walter help our country during WWI? 	<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.

PE
Gymnastics (cont.)

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.

- 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.

PE
Invasion Games

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.

- 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.