



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.

- Capital letters and end marks.
- Word choices.
- Correct present tense form.
- Imperative verbs.
- Time words.

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

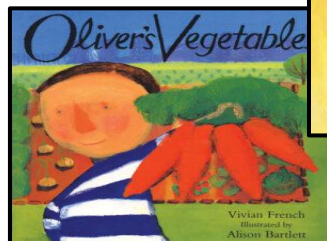
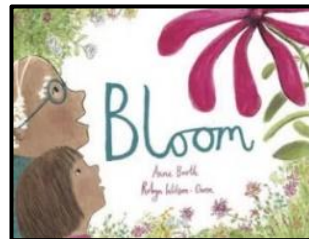
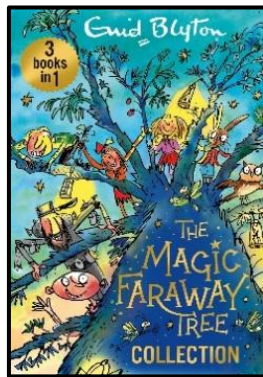
Phonics/Spellings

- 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

Length and Height

- Compare length and heights.
- Measure length using objects.
- Measure length in centimetres.
- End of Unit Assessment.

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 does it mean to belong to a faith community?

Pupils should be able to:

- Explore what it means to belong to a faith community.
- Explore how Christians and Muslims show they belong.
- Explore how Christians, Muslims and Jews show how they belong.
- Explore what worldviews say about how valuable people are.
- Explore how Christians and Muslims welcome a new baby.
- Explore how people show they belong to each other.

<p style="text-align: center;">PHSE Health and Wellbeing</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Describe feelings and develop simple strategies for managing them. • Understand the benefits of physical activity and rest. • Begin to understand how germs are spread and how we can stop them spreading. • Begin to understand the risks associated with the sun. • Begin to understand allergies. 	<p style="text-align: center;">Design and Technology Structures – Stable Structures</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Explore stability by balancing. • Explore wide or narrow bases by building towers. • Test a structures stability with weights added in different places. • Design a stable structure to meet the needs of the user. • Use a variety of cutting and joining techniques to make a stable product. 	<p style="text-align: center;">Computing Programming A – Moving a Robot</p> <p>Pupils should 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 Pitch (Superheroes Theme)</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Understand high and low-pitched sounds. • Explore pitch by creating two pitch patterns. • Demonstrate tempo changes. • Create a Superhero theme tune with a variety in tempo and pitch. • Perform a Superhero theme tune showing a change in tempo and pitch. 	<p style="text-align: center;">PE Athletics</p> <p>Pupils should be able to:</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> <p>Pupils should be able to:</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.