

Religious Education	English	Maths
<p><u>Christmas</u></p> <p>To write from the perspective of Mary, considering her thoughts about the annunciation.</p> <p>To create and trace the journey of the Holy Family from Nazareth to Bethlehem.</p> <p><u>Special Celebrations</u></p> <p>To learn and describe the special seasons of the Church year.</p> <p>To identify symbols that represent each season and explain why they represent the season.</p> <p>To create a symbol of the Church year, making careful choices about colour and pattern.</p> <p><u>Lent</u></p> <p>To discuss the festivals occurring within Lent, beginning with Ash Wednesday.</p> <p>Reflecting on several key stories from the Bible, identify what it means to forgive and explaining why it is important.</p> <p>Sequence and storyboard the parable of the Lost Sheep.</p>	<p><u>Poetry (10 things found in a Wizard's Pocket)</u></p> <p>To use descriptive language to create a list poem. (G+P: adjectives, noun phrases)</p> <p>To use sensory description to create and perform a poem to an audience.</p> <p>To memorise and perform a poem, using tone and pace to engage the audience.</p> <p><u>Persuasive Writing (Diary of a Killer Cat)</u></p> <p>Children read each chapter of the story, retelling events in their own words and answering comprehension questions.</p> <p>Using emotive language, write an argument to persuade a cat to not eat prey.</p> <p>Children use descriptive language, alliteration and facts to create a persuasive travel brochure for a foreign country.</p> <p><u>Fairy Tales</u></p> <p>To become familiar with a range of fairy tales and identify features unique to the genre.</p> <p>Use similes and adjectives, create detailed descriptions of characters and settings for a fairy tale.</p> <p>Create a fairy tale story with a hero, villain, problem and resolution.</p>	<p>2.26 identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>2.27 identify and describe 3D shapes, including the no. of edges, vertices and faces</p> <p>2.28 identify 2-D shapes on the surface of 3-D shapes</p> <p>2.29 compare and sort common 2-D and 3-D shapes and everyday objects</p> <p>2.32 interpret and construct pictograms, tally charts, block diagrams and simple tables</p> <p>2.33 ask and answer simple questions by counting</p> <p>2.34 ask and answer questions about totalling and comparing categorical data</p> <p>2.16 recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>2.17 write simple fractions for e.g. $\frac{1}{2}$ of 6, and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>2.18 choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / g); temperature ($^{\circ}\text{C}$); capacity (litres / ml) to the nearest appropriate unit; using rulers, scales, thermometers and measuring vessels</p> <p>2.19 compare and order lengths, mass, volume and record the results using >, < and =</p> <p>2.24 tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>2.25 know the number of minutes in an hour and the number of hours in a day</p> <p>2.23 compare and sequence intervals of time</p>

Science	Geography	History	Computing
<p><u>Living things and their habitats</u></p> <p>Compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants. Identify and name a variety of plants and animals in their habitats. Describe how animals obtain their food from plants and other animals, using the idea of food chains, and identify different sources of food.</p>	<p>Where appropriate consolidate from Autumn Term:</p> <p><u>My place in this world</u></p> <p>I can say what I like and do not like about the place I live. I can say what I like and do not like about a different place. I can name the capital cities of England, Wales, Scotland and Ireland.</p>	<p><u>Heritage Study</u></p>	<p><u>Coding</u></p> <p>Understand that objects can be controlled and manipulated by the use of commands and instructions. Learn and use simple instructions and commands (algorithms) to control simple software and hardware.</p> <p><u>Internet Safety</u></p> <p>Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate. Pupils learn that the information they put online leaves a digital footprint. Pupils learn that children sometimes can act like bullies when online. Pupils understand that keyword searching is an effective way to locate information on the Internet. Pupils learn that all websites are not equally good sources of information.</p>

PE	Music	Art & Design	Design Technology
<p><u>Basketball</u></p> <p>To dribble, throw and catch with control.</p> <p>To throw with purpose by learning how to shoot the ball.</p> <p>To play in a team game.</p> <p>Spring</p> <p><u>Dance - Traditional World Dances</u></p> <p>Learn a series of steps and movements. Explore a number of different dance styles e.g. Samba, Haka, Holi, Chinese etc. including the cultures that they originate. Perform as appropriate to the dance style. Express their preferences and opinions.</p> <p><u>Multisports</u></p> <p>Begin to remember and repeat simple skills and actions with increasing control, showing agility, balance and coordination.</p> <p><u>Gymnastics</u></p> <p>To develop and add to previously taught rolls and balances.</p> <p>To put these into simple routines.</p>	<p>Morning of music Songs learning correct pitch and two part singing. Develop performance skills and how to perform together as a group. Add percussion parts and appreciate the need to balance the levels of different instruments.</p> <p>Learn and practise a 'party piece' to perform to other schools.</p>	<p><u>Textiles</u></p>	<p><u>Pop-up mechanical cards</u></p>