

Religious Education	English	Maths
<p><u>Belonging</u> To identify different groups they belong to, understanding what different groups they are in To know where they belong—different groups, the Church and their school community -Key signs and symbols of baptism—what they mean and why are they used in the sacrament Sequence the sacrament of Baptism using pictures (trip to the Church to see a Baptism) Understand Biblical teaching of belonging to know why it is important to Catholics Sequencing the first section of the Mass why are we welcomed into the church?</p> <p><u>Reconciliation (Preparation for the sacrament)</u> To explain choice and able to differentiate between good choices and bad choices Interpret pieces of scripture that explain forgiveness and change -To reflect on the importance of saying sorry and acknowledging forgiveness of others Sequence the sacrament of Reconciliation (talk the children through the sacrament they will be partaking in)</p> <p><u>Advent</u> Reflecting on Advent, why do we celebrate, what does it mean? (Florist in to make wreaths) Identifying the feelings of another person (Mary) Retell the story from memory (The Annunciation) Rehearse and role play of the Visitation.</p>	<p><u>Sentence Formation (Book focus- BFG)</u> Children to recap sentence formation and understand how to form a sentence correctly using different components (G+P—Capital letters and full stops) Able to identify and improve sentences using nouns, adjectives, and verbs. Character descriptions using the stimulus of the BFG character—applying previously learnt techniques (G+P—Question and exclamations) Setting descriptions using expanded noun phrases to develop and improve an example Using adverbs and fronted adverbials to improve sentences (G+P—Suffixes to change tense) Using techniques (adjectives and similes) learnt so far to create a dream jar Instructional writing for making a dream—features, imperative verbs, time connectives, planning and writing a full set of instructions) Dictionary and thesaurus work—improving word choice and defining words (G+P—synonyms to adapt sentences)</p> <p><u>Narrative (Book focus—The Lost Happy Endings)</u> Making predictions from basic information (reading comprehension skill) Sequencing a story familiar to them (traditional tale) Answering questions based on information know so far of the class book (reading comprehension skill) Creating captions for pictures within the book using adjectives and similes Retell a story verbally and participate in a role play to act out this story in order of events Writing a blurb for the class book and editing this to improve previous writing. (G+P—Questions, commands, statements and exclamations) Draft and write an alternative ending to a traditional tale that is known to them (G+P—Speech) Plan and write an alternative traditional tale, using the story of Hansel and Gretel as a stimulus. G+P—Past and present tense)</p>	<p>3.1 count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 3.2 recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 3.3 compare and order numbers up to 1000 3.4 identify, represent and estimate numbers using different representations 3.5 read and write numbers up to 1000 in numerals and in words 3.6 solve number problems and practical problems involving these ideas 3.7 add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds 3.8 + and - numbers with up to three digits using formal written methods addition and subtraction 3.9 estimate the answer to a calculation and use inverse operations to check answers 3.10 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 3.12 write and calculate mathematical statements for multiplication and division using the x tables that students know, including for two-digit numbers times one-digit numbers using mental and progressing to formal written methods 3.13 solve problems, including missing numbers, involving x and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects 3.29 recognise that angles are a property of shape or a description of a turn 3.30 identify right angles, recognise that two right angles make a 1/2, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle 3.31 identify horizontal and vertical lines and pairs of perpendicular and parallel</p>

Science	Geography	History	Computing
<p><u>Rocks, Soils and Fossils</u> Explore different rock types, how they were formed (Making chocolate rocks) Group rocks based on properties Identify different soil levels and make their own (4 different soil levels) Fossil formations and recent discoveries.</p> <p><u>Magnets and Forces</u> Identify forces applied on different objects To investigate friction and the link to movement Explore magnetic and non-magnetic materials (investigation in school).</p>	<p><u>Extreme Earth</u> Volcano formation—learning how a volcano is formed and the causes of eruption Earthquakes—deepen understanding of how they are created and measurements. Create a survival guide for surviving an earthquake, reflecting on past events Creation of tsunamis—how they are made and what devastation can be caused Create a warning poster surrounding tsunamis and the warning signs to look out for. Locate the ring of fire on the map and explore why so many natural disasters occur here</p>	<p><u>The Roman Empire</u> Explain and create a timeline of the spread of the Roman Empire—understand where in the world this began Acknowledge why the spread of the Roman Empire has an impact on life today Discuss and re-enact the invasions from the Romans into Britain linked to the Celts. Make Roman bread, understanding why this was eaten and what other food choices were on offer (how does this differ from today?) Make explicit links between life in the Roman Times and life today Create a recount of the trip to Lunt Fort (SPRING TERM)</p>	<p><u>Multimedia—Animation</u> Understand that animations are created using a series of ‘still frames’. Introduce children to stop motion animation and capturing of individual frames using a webcam. Children to create ‘whiteboard’ animations using pens and rubbers to update each frame.</p> <p><u>Desktop Publishing</u> Understand object based DTP packages and differences between these and the way that Word works. Use techniques for layering and ordering objects and then creating new objects by grouping. Revise copying and pasting strategies.</p>

PE	Music	Art & Design	Design Technology	Languages
<p><u>Handball</u> Develop throwing, running and catching in combination. To learn a range of passing and dribbling techniques.</p> <p><u>Orienteering</u> To use and read a map within familiar surroundings.</p> <p><u>Tag Rugby</u> To be able to play a simplified version of tag rugby. Start to learn the correct movements and understand attacking and defending.</p> <p><u>Dance - Country Line Dance</u> Learn a series of steps and movements. Develop an understanding of the style and history. Perform choreography solo / within groups. Develop understanding of performance and viewpoint from audience perspective.</p>	<p><u>Medleys</u> Starting with Pop then Rock, Folk, Musical, Theatre.</p> <p><u>Play it again</u> exploring rhythmic patterns</p>	<p><u>Painting (Trip to Herbert Art Gallery)</u> To introduce the artist Monet to the children. Children to know about his life and evaluate some of his works, making decisions surrounding what they like and dislike. Share with one another knowledge about Monet and discuss his techniques of dabbing and landscape art. To be able to draw a simple sketch of a landscape around school To create an painted art piece using Monet’s techniques</p>	<p><u>Roman Bread</u> To make a design of Roman bread, understanding and completing research as to why the Romans ate bread and what ingredients they used. To make Roman bread within school, shaping it based on the design they had chosen and following the instructions they have written. To evaluate their own bread and reflect on any areas for development.</p>	<p><u>Basic word and introduction</u> Learning basic welcome and greetings Introduce the children to using these terms in everyday registration to increase understanding and pronunciation Children to gain an understanding of how to ask how someone is feelings and able to respond as well as ask back for a response To know the numbers from 0 to 10 in Spanish and match them to English words.</p>