

Religious Education	English	Maths
<p><u>Christmas</u> To retell the story of the shepherds from memory using either the video or biblical story as a stimulus Explain and explore the feelings of the shepherds asking why would they have felt that way Reflect on a past events and make links to why traditions are still used now associated with the nativity, why is the nativity scene so important Create a piece of art work focusing on the presence of Jesus at the Christmas Nativity scene</p> <p><u>We listen to God's word</u> Reflect on occasions within scripture where listening has been important To know the importance of listening in our own lives and consequences of not listening To write a prayer of thanks to acknowledge the gift of hearing and how important it is to celebrate this gift To understand the celebration of the liturgy at mass and understand why we celebrate this part of mass To look at celebrations in the lead up to Lent, what do they mean? Why are they important? How do they link to scripture teachings?</p> <p><u>Lent</u> To create a poem relating to change for Lent and understanding why it is important to change during this time Write a prayer of sorrow to reflect on our behaviour and ask for guidance and forgiveness in the season of Lent, linking this sorrow to repentance and Jesus' death. To explore and reflect on lives changed by Jesus' forgiveness, understanding how we too can be changed through forgiveness—link to Reconciliation unit To understand and identify signs and symbols of Lent, knowing what relevance these have and how they link to teachings of the faith. To explore and research the work of charities that we too can help during the season of Lent through almsgiving and fundraising.</p> <p><u>Holy Week</u> To understand and describe what Holy week is with acknowledgment as to why it is important To know and recall verbally the story of Palm Sunday (role play to confirm the understanding as well as a written retell) To be able to sequence the events of Holy Week and what these different days show us in the lead up to Good Friday Recognise and discuss why the washing of feet was a confusing event for the disciples, reflect on the ways in which we can treat others. To act out in detail and with understanding the Last Supper, knowing the important words and where we hear these today</p>	<p><u>Letter writing (Book focus- Billionaire Boy)</u> I can make predictions based on the front cover and blurb of our class book Writing an informal note to the billionaire boy (G+P—using commas for a list) Using persuasive techniques to write a note to the Billionaire boy (G+P—using fronted adverbials) Answering questions focusing on a chapter of the book, making predictions, inferences and defining words Create a persuasive advertisement for Joe Spud's house using techniques learnt so far (G+P— Capital letters for proper nouns) Writing a persuasive letter from Joe Spud for a friend (features of a letter, identifying persuasive techniques in a letter ad writing a persuasive letter)</p> <p><u>Report writing (Book focus- Billionaire Boy)</u> Identify features of a newspaper report, finding and evidencing different features Plan, re-plan, draft and write a newspaper report using techniques learnt so far focus on an event within the class text (G+P—using a and an) Children to be taught how to identify errors in their own writing focusing mainly on spelling and punctuation as well as grammatical errors within sentences</p> <p><u>Author Study/Informational text (Book focus- Billionaire Boy)</u> To record ideas about the author of our class text based on information received. To research and retrieve facts for informational text about the author to be studied To use an informational text previously produced (author study on Roald Dahl) to answer questions and identify features of informational writing (subheading, facts, third person) To plan, draft and write a informational text surrounding the life of David Walliams using research collected and techniques learnt so far. (G+P— present tense and paragraphing)</p> <p><u>Poetry (Book focus— Please Mrs Butler)</u> To identify rhyming words and rhyming patterns within different poems An understanding of different types of poems and language within these—why is it used? Build up an understanding and repertoire of a range of poems with a performance poem learnt and performed to others To create a shape poem for a volcano—using similes, metaphors and descriptive language Create a rhyming poem focused on an aspect of school life applying rhythm and rhyme (G+P—commas, tenses).</p>	<p>3.21 measure, compare, add and subtract: lengths; mass; volume/ capacity</p> <p>3.23 add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>3.32 interpret and present data using bar charts, pictograms and tables</p> <p>3.33 solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables</p> <p>3.28 draw 2-D shapes and make 3-D shapes using modelling materials; recognize 3-D shapes in different orientations; and describe them</p> <p>3.22 measure the perimeter of simple 2-D shapes</p> <p>3.14 count up and down in tenths, recognising that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>3.15 recognise, find and write fractions of a discrete set of objects</p> <p>3.16 recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>3.17 recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>3.18 add and subtract fractions with the same denominator within one whole</p> <p>3.19 compare and order unit fractions and fractions with the same denominator</p> <p>3.20 solve problems that involve all of the above (fractions)</p>

Science	Geography	History	Computing
<p><u>Animals including Humans</u> Discussing a balanced diet, children to produce a food diary of a typical day of what they eat. Reflect on what they eat and which choices and healthy and not healthy, what food do we enjoy and how can we change some of the unhealthy choices to healthy ones. Children to know what makes a balanced diet and what choices we can make to ensure our body gets what it needs (Outside agency to come in to the children) Explore our own skeletons and how our skeleton helps us to move and support our bodies, discuss functions and investigate growth as well as looking at proportions of growth. To be able to identify main muscles groups, how they help us and how we can keep them healthy</p>	<p><u>Leaving on a Jet Plane</u> To be able to locate and name the capital cities for the countries surrounding England including England itself To research a country near to England and within Europe To be able to name and label some of the continents (those closest to England) Understand that countries surrounding England are part of the Northern Hemisphere, know what this means and how we can locate the northern and southern hemisphere on the globe. To use an atlas to find different countries, using an index correctly to find these and know what an atlas is used for</p>	<p><u>The Roman Empire</u> To reflect on what the Romans have done for life today in Britain and how this has changed life for us Discuss how the trip to Lunt Fort has helped their understanding of Romans and how we can use this in our next topic. <u>The Anglo-Saxons</u> To explore and understand who the Saxons were and where they fall in the timeline of Roman Britain until now. (Plan and make a shield) To know and locate the Saxon Kingdoms and settlements and where they were within England and how the Anglo-Saxons lived. To plan, build and construct a small Anglo-Saxon Village reflecting on how they would have actually looked. To know and explore the mystery of Sutton Hoo, why it was relevant and discuss what happened. Explore the story of King Arthur, knowing who it is and how it happened.</p>	<p><u>Coding</u> Breaking programs into step by step instructions. Be able to use logic to explain why it does or doesn't work. Understand how changing variables affect the outcomes.</p> <p><u>Internet Safety</u> - Pupils explore reasons why people use passwords and discover strategies for creating and keeping strong, secure passwords. - Pupils explore the concept that people can connect with one another through the Internet - Pupils examine product websites and understand that the purpose of the site is to encourage buying the product. - Pupils explore the similarities and differences between in-person and online communications, and how to write clear and respectful messages.</p>

PE	Music	Art & Design	Design Technology	Languages
<p><u>Dodgeball</u> To throw and catch with control. To play different variations of dodgeball to show attacking and defending tactics.</p> <p><u>Gymnastics</u> Develop their range of jumps, movements and spins. Create paired routines – follow the leader and mirror.</p> <p><u>Cricket</u> Learn how to bowl correctly. To develop their throwing and catching skills.</p>	<p>Easter Play Songs – learn all songs, singing correct notes and rhythms. Singing securely in rounds – keeping in tune. Sing as a group in 2 part harmony. Perform verses of songs a solo's or small groups.</p>	<p><u>Weaving</u> (Trip to Herbert Art Gallery) To explore weaving in Coventry and how this industry grew to create a huge industry within Coventry To practise their weaving skills and knowing the technique to be able to weave To know and understand terminology for weaving and to use this within lessons. Using a frame to practise the skill to begin with and ribbons Use a paper frame to weave using paper, creating a pattern and continue to practise the technique Use wool and plastic cups to create a independently woven pattern.</p>	<p><u>Shields</u> (Focus– The Anglo-Saxons) To make a design of a Anglo-Saxon shield, understanding and completing research as to why the Saxons had shields and why they had them. To make a shield within school, designing it based on the design they had chosen and following the instructions they have written. To evaluate their own shields and reflect on any areas for. development; using them for a pretend re-enactment.</p>	<p><u>Commands</u> To know simple commands that may be used in the classroom (silence, sit down, stand up etc) Build up a knowledge of different Spanish words for these as well as actions. Matching English to Spanish and drawing</p> <p><u>Colours</u> Explore the Spanish names for different colours, matching the Spanish colours to English words and using these to describe objects around the classroom.</p> <p><u>Days of the week</u> To know the different days of the week and be able to recall these different words. To know and match the Spanish words to the English alternative Write the different days of the week matching these with a symbol of what they would do on that day of the week.</p>