

Religious Education	English	Maths
<p>Creation: In this unit the children will hear and learn about some important stories from the Book of Genesis. They will explore some important images of God found in these stories and consider what it mean for human beings to be made in the image and likeness of God.</p> <p>Jesus Teaches Us How To Pray: In this unit the children will learn about the prayer life of Jesus as he grew up in the Jewish faith. The children will be introduced to some prayers from the Old Testament and they will consider the importance Jesus attached to prayer. The children will study the Our Father, the prayer of the Rosary and some other forms of prayer as part of this unit.</p> <p>Advent: In this unit of work the children will learn about the ancestors of Jesus and that he was descended from the House of David. Through this work the children will be able to place the story of the first coming of Jesus into an historical context.</p>	<p>Flotsam by David Wiesner (Picture Book) <i>Writing to entertain</i> Reading: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; increasing their familiarity with a wide range of books and retelling some of these orally ; drawing inferences such as inferring characters' feelings, thoughts and motives; predicting what might happen; identifying how language, structure, and presentation contribute to meaning Writing: discussing and recording ideas; composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures SPaG: Sentence structure; word classes; capital letters and full stops, question marks and exclamation marks, commas in list, commas to mark clauses</p> <p>Non-fiction cross curricular unit (Weather and Vikings) <i>Writing to inform</i> Reading: listening to and discussing a wider range of non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning; retrieve and record information from non-fiction Writing: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing and recording ideas; organising paragraphs around a theme; in non-narrative material, using simple organisational devices [for example, headings and sub-headings] SPaG: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although; using conjunctions, adverbs and prepositions to express time and cause; choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; proofreading for punctuation errors</p>	<p>4.1 count in multiples of 6, 7, 9, 25 and 1000 4.2 find 1000 more or less than a given number 4.3 count backwards through zero to include negative numbers 4.4 recognise the place value of each digit in a four-digit number 4.5 order and compare numbers beyond 1000 4.6 identify, represent and estimate numbers using different representations 4.7 round any number to the nearest 10, 100 or 1000 4.8 solve number and practical problems that involve all of the above 4.9 read Roman numerals to 100 (I to C) 4.10 add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 4.11 estimate and use inverse operations to check answers to a calculation 4.12 solve addition and subtraction two-step problems in contexts, 4.36 identify lines of symmetry in 2-D shapes presented in different orientations 4.38 describe positions on a 2-D grid as coordinates in the first quadrant 4.40 plot specified points and draw sides to complete a given polygon 4.37 complete a simple symmetric figure with respect to a specific line of symmetry 4.1 count in multiples of 6, 7, 9, 25 and 1000 4.13 recall multiplication and division facts for multiplication tables up to 12 × 4.14 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers 4.16 multiply two-digit and three-digit numbers by a one-digit number using formal written layout 4.17 solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling and harder correspondence problems such as n objects are connected to m objects</p>

Science	Geography	History	Computing
<p>Animals including Humans: Describe the simple functions of the basic parts of the digestive system in humans; identify the different types of teeth in humans and their simple functions; construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Working Scientifically: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sound: identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear; find patterns between the pitch of a sound and features of the object that produced it; find patterns between the volume of a sound and the strength of the vibrations that produced it; recognise that sounds get fainter as the distance from the sound source increases</p> <p>Working Scientifically: asking relevant questions and using different types of scientific enquiries to answer them; setting up simple practical enquiries, comparative and fair tests; reporting on findings from enquiries, including oral and written explanations</p>	<p>Fascinating Forecasts: To collect and accurately measure information (rainfall, temperature, wind speed); ; locate the tropic of cancer and the Tropic of Capricorn; name the seasons; explain how weather changes throughout the year</p>	<p>Vikings: To question and critique evidence (evidence on a fictional Viking raid, with conflicting information, dubious sources, first hand vs second/third, who should be believed; to determine a cause for Viking raids (poor farming areas in Scandinavia, warrior class respected, wealthy monasteries/villages, weak British army, Dane-geld, dedicated warriors vs. peasant workers conscripted; plot a timeline of Viking invasions of Britain</p>	<p>Multimedia: Image Editing Become increasingly familiar with image editing software. Appreciate and use a 'layered' approach to image editing and 'non-destructive' techniques. Create a series of images using manipulation techniques.</p> <p>3D Design: Class Jesse Tree Use online 3D design software (TinkerCAD) to understand the basics of 3D design, creating and manipulating simple shapes to create a more complex design. Children to individually create a 'Jesse Tree' ornament to contribute to a class Jess Tree.</p>

PE	Music	Art & Design	Design Technology	Languages
<p>Handball: Develop throwing, running and catching in combination; To learn a range of passing and dribbling techniques; Start to use tactics for attacking and defending</p> <p>Orienteering: To use and read a O.S map within familiar surroundings.</p> <p>Tag Rugby: To be able to play a game of tag rugby correctly showing both attacking and defending skills; To be able to pass in both directions.</p> <p>Dance - Latin American Dances Learn a series of steps and movements. Develop an understanding of the style and history. Perform choreography with partner. Develop understanding of performance and viewpoint from audience perspective.</p>	<p>Ukulele: explore and learn about the instrument. Learn C and F chords</p> <p>Singing: Young Voices</p> <p>Medleys :Starting with Pop then Rock, Folk, Musical, Theatre</p> <p>Painting with sounds Exploring sound colours</p>	<p>Colour and Painting: Use Hendrick and Ruswick as still life Artists; learn and experiment with the colour wheel; revise sketching techniques; first hand observations; watercolours</p>	<p>Musical Instruments: Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages</p>	<p>Number: Count from 0-10 (develop with maths sums</p> <p>Key Vocabulary: Colours, Days of the week, Months of the Year</p> <p>Commands: Classroom instructions</p>