

Religious Education	English	Maths
<p><u>Easter</u> Retelling and understanding the Story of the Road to Emmaus Know the story of the Breakfast on the Shore Understand that through these stories the Apostles of Jesus became aware of his presence amongst them Recognise what the Resurrection means and how we experience the Risen Jesus in our lives today Understand that the Eucharist is when we experience the Risen Christ in the mass.</p> <p><u>Recap Reconciliation</u> Recap the Autumn1 unit on Reconciliation to prepare for sacrament of First Reconciliation (19th May 2018)</p> <p><u>Pentecost</u> To know the story of Pentecost and recognise some things that were different about the Apostles after the coming of the Holy Spirit To question and explain why the Apostles were in need of the gift of the Holy Spirit To understand that in the celebration of the Sacraments the church celebrates the presence of the Holy Spirit To know that the power of the Holy Spirit that transforms the gifts of bread and wine into the Body and Blood of Christ</p> <p><u>The Eucharist</u> Recall some words and actions of the Liturgy of the Eucharist To be able to sequence the Liturgy of the Eucharist and discuss the different words and actions associated with this part of the Mass To know that Christ becomes present in the form of bread and wine To know why this is a celebration of thanksgiving for the death and resurrection of Christ</p> <p><u>Prayer</u> To know that prayer is important to the life of a Christian To identify different styles of prayer To understand that Jesus valued his relationship with God his father in prayer To know and identify different symbols and focus of prayer. To understand that people pray in different ways</p>	<p><u>Poetry (Please Mrs Butler)</u> To be able to find and match rhyming words and notice the difference between near rhyme and complete rhyme To recognise different poems, understanding what the key features are. To notice and count syllables and understand how this impacts the rhythm of a poem To understand what a Kenning poem is and be able to write one about an object or thing.</p> <p><u>Suspense writing (Treasure Trove)</u> To recognise features of writing To be able to use varying sentences starts and conjunctions to develop sentences To develop writing to include a range of expanded noun phrases and creative vocabulary To edit and improve writing independently</p> <p><u>Balanced discussion (Treasure Trove)</u> To be able to plan writing to include features needed in discussion texts Develop writing to include balanced viewpoints and reasoning To be able to verbally create a debate and share ideas, taking turns</p> <p><u>Target work</u> Work focused on individual needs of the children</p> <p><u>Narrative Writing (Toto the Ninja Cat)</u> To develop sentences from simple to complex and compound sentences. Use a range of clauses including subordinate and coordinating Develop writing to include expanded noun phrases and adverbials</p> <p><u>Diary entry (Toto the Ninja Cat)</u> To write for a purpose using the book as a stimulus To develop knowledge of different text types and the reasons we use these text types Use language of time and ordering through adverbials</p>	<p>3.24 tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks 3.25 estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m. / p.m., morning, afternoon, noon and midnight 3.26 know the number of seconds in a minute and the number of days in each month, year and leap year 3.27 compare durations of events 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 3.10 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 3.21 measure, compare, add and subtract: lengths; mass; volume / capacity 3.33 solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables 3.13 solve problems, including missing number, involving x and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects 3.20 solve problems that involve all of the above (fractions) 3.12 write and calculate mathematical statements for multiplication and division using the multiplication tables that students know, including for two-digit numbers times one-digit numbers using mental and progressing to formal written methods</p>

Science	Geography	History	Computing
<p><u>Light</u></p> <p>1) Recognise that they need light in order to see things and that dark is the absence of light . 2)Notice that light is reflected from surfaces . 3) Recognise that light from the sun can be dangerous and that there are ways to protect their eyes . 4)Recognise that shadows are formed when the light from a light source is blocked by an opaque object . 5)Find patterns in the way that the size of shadows change. 6)Explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. 7)Think about why it is important to protect their eyes from bright lights. 8)Look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.</p> <p><u>Plants</u></p> <p>1) Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers . 2) Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant 3) Investigate the way in which water is transported within plants 4)Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 5) Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. 6)They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</p>	<p><u>Leaving on a jet plane</u></p> <p>To be able to locate and name the capital cities for the countries surrounding England including England itself</p> <p>To research a country near to England and within Europe</p> <p>To be able to name and label some of the continents (those closest to England)</p> <p>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.</p> <p>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 Rainforest</u></p> <p>To be able to use grid references on a map To use an atlas by using the index to find places To use some basic Ordnance Survey map symbols. Be able to name the 7 continents of the world and locate them on a map</p>	<p><u>Anglo-Saxons</u></p> <p>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)</p> <p>To know and locate the Saxon Kingdoms and settlements and where they were within England and how the Anglo-Saxons lived.</p> <p>To plan, build and construct a small Anglo-Saxon Village reflecting on how they would have actually looked.</p> <p>To know and explore the mystery of Sutton Hoo, why it was relevant and discuss what happened.</p> <p>Explore the story of King Arthur, knowing who it is and how it happened.</p>	<p><u>Digital art</u></p> <p>Use digital packages to create images in the style of Mondrian. Use object based software such as publisher and compare with paint and photoshop. Develop an appreciation for non-destructive editing and the benefits of various packages over each other.</p> <p>Create digital backdrops using Photoshop developing the use of brushes, layers and filters to create specific abstract effects. Learn how to change the desktop wallpaper on a computer and evaluate what a good wallpaper looks like.</p>

PE	Music	Art & Design	Design Technology	Languages
<p>Athletics</p> <p>- increase familiarity with a range of track and field events and develop skills and fitness in preparation for QuadKids competition.</p> <p>Rounders</p> <p>-To practise skills of throwing and catching -Learn and follow rules of a game -To practise batting skills -Work as a team to play the game</p> <p>Golf</p> <p>Develop pitching and putting skills</p> <p>Dance - Street Dance</p> <p>- learn a series of steps and movements - perform choreography solo / within groups - choreograph a short section of a routine - reflect upon quality of performance and ideas for</p>	<p>Recorder</p> <p>Develop proficiency in using a recorder. Learn the fingering for basic note and how this related to written music notation. Continue to develop understanding of rhythm and timing—related to written notation and terminology.</p>	<p><u>Printing</u></p> <p>-Mix a variety of colours (hues) and tones, and know which primary colours make secondary colours.</p> <p>-Begin to use a developed colour vocabulary e.g. tone, hue etc.</p> <p>-Experiment with different tools and techniques, including layering, mixing media, applying paint by dotting, splashing, scraping through etc.</p> <p>-Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>-Experiment with different effects and textures including blocking in colour, washes, thickened paint, textures etc. and apply to own work.</p> <p>- Explore the work of some artists from different times in history</p> <p>-Make comparisons between artists and paintings and make further links to their own work</p>	<p><u>Shields (Focus– The Anglo-Saxons)</u></p> <p>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.</p> <p>To make a shield within school, designing it based on the design they had chosen and following the instructions they have written.</p> <p>To evaluate their own shields and reflect on any areas for. development; using them for a pretend re-enactment.</p>	<p><u>Number recap</u></p> <p>To know numbers up to 20 fluently and know the pattern when finding more than 20</p> <p>Build up a knowledge of ordering numbers between 1st up to 10th, knowing how to use these in a sentence</p> <p><u>Days of the week</u></p> <p>To know the different days of the week and be able to recall these different words.</p> <p>To know and match the Spanish words to the English alternative</p> <p>Write the different days of the week matching these with a symbol of what they would do on that day of the week.</p> <p><u>Birthdays</u></p> <p>To know the months of the year and be able to use these in a sentence.</p> <p>To be able to say when their birthdays are and verbalise to ask others when their birthdays are.</p>