

English		Reading for Enjoyment
<u>The Pea and the Princess</u>	<p>Main text: The Tunnel (quest) Poetry: Poems to Perform 3.Allan Ahlberg-The Puffin Book of Utterly Brilliant Poetry(perform)</p> <p>Fiction: The Tunnel (quest) •Change the viewpoint (Big Write Innovate)</p> <p>Authors and Letters •A letter to the author Anthony Browne (Tunnel/ Gorilla)</p> <p>Non-fiction: Persuasive Writing Letter to persuade head teacher for a pet (Kim - dog) Letter to the Head teacher persuading her for more trips (Big Write)</p>	<p>The Angel of Nitshell Road – Anne Fine</p> <p>Picture Book War and Peas</p>
Mathematics	<p>Maths No Problem Chapter 11 Fractions Chapter 12 Angles Assessment Week</p>	
Science	<p><u>Light</u></p> <ul style="list-style-type: none"> •Can they recognise that they need light in order to see things? •Can they recognise that dark is the absence of light? •Can they notice that light is reflected from surfaces? •Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? •Can they recognise that shadows are formed when the light from a light source is blocked by a solid object? •Can they find patterns in the way that the size of shadows change? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain why lights need to be bright or dimmer according to need? •Can they explain the difference between transparent, translucent and opaque? •Can they explain why lights need to be bright or dimmer according to need? •Can they make a bulb go on and off? •Can they say what happens to the electricity when more batteries are added? •Can they explain why their shadow changes when the light source is moved closer or further from the object? <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> •Can they raise questions about shadows/effect of light/absence of light? •Can they identify the impact on shadows relating to the position of a light source/distance between a light source, an object & its shadow? 	
History	No history	
Geography	No geography	
e-safety	<p>Knowledge & understanding</p> <p>Do they understand the need for rules to keep them safe when exchanging learning and ideas online?</p> <ul style="list-style-type: none"> •Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? •Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? •Can they use strategies to verify information, e.g. cross-checking? •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private? •Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? <p>Skills</p> <ul style="list-style-type: none"> • Do they follow the school's safer internet rules? • Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? • Can they begin to identify when emails should not be opened and when an attachment may not be safe? • Can they explain how to use email safely? 	

	Can they use different search engines?
Computing	<p><u>Purple Mash 2Code (chimp)</u></p> <ul style="list-style-type: none"> -Design & write a program that accomplishes a specific goal, e.g. making a character move. -Design and write programs that accomplish specific goals, including controlling or simulating physical - systems. - Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - To detect and correct errors in algorithms and programs. -Work with VARIABLES.
Religious Education	<p><u>How did Jesus & Buddha make people stop and think?</u></p> <p>What stories, sayings and events have really made us stop and think? What is the challenge in the story of the Pharisee and the tax collector? Why do some of Jesus' sayings still make people stop & think today? How does Jesus' story of the widow's mite make us think? Who is the Buddha? What stories did the Buddha tell?</p> <p>What stories, sayings and events can we use to make other people think?</p>
Physical Education	<p><u>Outdoor /Adventurous</u></p> <p>Health and fitness</p> <ul style="list-style-type: none"> •Can they explain why it is important to warm-up and cool-down? •Can they identify some muscle groups used in gymnastic activities? <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? <p>Outdoor/ adventurous</p> <ul style="list-style-type: none"> •Can they follow a map in a familiar context? •Can they move from one location to another following a map? •Can they use clues to follow a route? •Can they follow a route safely? <p>Evaluating and improving</p> <ul style="list-style-type: none"> •Can they explain how their work is similar and different from that of others? •With help, do they recognise how performances could be improved? <p><u>Swimming</u></p> <ul style="list-style-type: none"> • Can they swim between 25 and 50 metres unaided? • Can they keep swimming for 30 to 45 seconds, using swimming aids and support? • Can they use a variety of basic arm and leg actions when on their front and on their back? • Can they swim on the surface and lower themselves under water? • Can they take part in group problem-solving activities on personal survival? • Do they recognise how their body reacts and feels when swimming? • Can they recognise and concentrate on what they need to improve? <p>Challenging</p> <ul style="list-style-type: none"> • Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? • Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? • Can they suggest activities and practices to help improve their own performance?
Art and Design	<p><u>Art Week-To apply their experience of materials and processes, including drawing, developing their control of tools and techniques.</u></p> <p>Sketch books</p> <ul style="list-style-type: none"> •Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? •Can they make notes in their sketch books about techniques used by artists? •Can they suggest improvements to their work by keeping notes in their sketch books? <p>Drawing</p> <ul style="list-style-type: none"> •Can they show facial expressions in their drawings? •Can they use their sketches to produce a final piece of work? •Can they write an explanation of their sketch in notes? <p>Painting</p> <ul style="list-style-type: none"> •Can they predict with accuracy the colours that they mix? •Do they know where each of the primary and secondary colours sits on the colour wheel? •Can they create a background using a wash? •Can they use a range of brushes to create different effects? <p>Use of IT</p> <ul style="list-style-type: none"> •Can they use the web to research an artist or style of art? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they compare the work of different artists?

	<ul style="list-style-type: none"> •Can they explore work from other cultures? •Can they explore work from other periods of time? •Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?
Design and technology	No design and technology
Music	<p><u>The Class Orchestra Exploring Arrangements</u></p> <p>Performing</p> <ul style="list-style-type: none"> •Can they play clear notes on instruments? <p>Challenging</p> <ul style="list-style-type: none"> •Can they work with a partner to create a piece of music using more than one instrument? <p>Composing</p> <ul style="list-style-type: none"> •Can they use different elements in their composition? •Can they create repeated patterns with different instruments? •Can they compose melodies and songs? •Can they create accompaniments for tunes? •Can they combine different sounds to create a specific mood or feeling? <p>Challenging</p> <ul style="list-style-type: none"> •Do they understand metre in 2 and 3 beats; then 4 and 5 beats? •Do they understand how the use of tempo can provide contrast within a piece of music? <p>Appraising</p> <ul style="list-style-type: none"> •Can they improve their work; explaining how it has improved? •Can they use musical words (the elements of music) to describe a piece of music and compositions? •Can they use musical words to describe what they like and dislike? •Can they recognise the work of at least one famous composer? <p>Challenge</p> <ul style="list-style-type: none"> •Can they tell whether a change is gradual or sudden? •Can they identify repetition, contrasts and variations?
French	<p>Listening and responding</p> <ul style="list-style-type: none"> •Do they listen and show understanding of single words through physical response? •Do they listen and identify rhyming words and particular sounds in songs and rhymes? •Do they recognise a familiar question? •Do they join in with actions to accompany familiar songs, stories and rhymes? <p>Speaking</p> <ul style="list-style-type: none"> •Do they repeat words modelled by a teacher? •Do they respond to a familiar question with a simple rehearsed response? •Do they name objects and actions and link words with a simple connective? •Do they name nouns and present a rehearsed simple statement? •Do they use strategies for memorisation of vocabulary? <p>Reading and responding</p> <ul style="list-style-type: none"> •Do they identify individual sounds in words and pronounce accurately? •Do they start to recognise the sounds of some letter strings? •Do they read and show understanding of familiar single words? •Are they familiar with the layout of a bi-lingual dictionary? •Do they write and say simple familiar words to describe people, places, things and actions using a model? •Do they write single familiar words from memory with understandable accuracy? <p>Writing</p> <ul style="list-style-type: none"> •Do they use strategies for memorisation of spelling? <p>Grammar</p> <ul style="list-style-type: none"> •Do they recognise that word classes in English – nouns, adjectives, adverbs, verbs and connectives exist in other languages?
PSHE	<p>e-safety lesson</p> <p><u>Relationships</u></p> <p>Family roles and responsibilities Do they know how to make friends?</p> <p>Friendship Do they try to solve friendship problems when they occur?</p> <p>Keeping myself safe Can they help others to feel part of a group?</p> <p>Being a global citizen 1 Do they show respect in how they treat others?</p> <p>Being a global citizen 2 Do they know how to help themselves and others when they feel upset or hurt?</p> <p>Celebrating my web of relationships Do they show and know what makes a good relationship?</p>
Enrichment	<ul style="list-style-type: none"> • Use of laptops • Visitors- Artist • Cable Carts Vanishing Points (David Hockney) • Science Week

