

The Stone value that we are focusing on this term is: Honesty

Skills for Life that we are practising this half term: risk taking, open-mindedness, empathy

<p><u>English</u></p> <p><u>Classic Narratives</u></p> <p><u>The Ice Palace by Robert Swindells</u></p> <ul style="list-style-type: none"> Personal response Descriptive poem Character study Description of a setting Writing a quest myth <p><u>Reading:</u></p> <ul style="list-style-type: none"> Participate in discussion about the texts they read, taking turns and listening to what others say Identifying language used to describe a setting Identifying the effect of language used to describe characters Predict what might happen next from details stated and implied Describe words and phrases that capture the reader's attention <p><u>Spelling, Punctuation and Grammar</u></p> <ul style="list-style-type: none"> Nouns, noun phrases, adjectives, similes and metaphors adjectival phrases Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] Subordinate clauses, , adverbs [for example, then, next, soon, therefore] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. 	<p><u>Maths</u></p> <p><u>Mental Maths</u></p> <ul style="list-style-type: none"> I can count from 0 in multiples of 4, 8, 50 and 100 I can recall and use multiplication and division facts for the 3, 4 and 8 times tables <p><u>Mental Addition</u></p> <ul style="list-style-type: none"> Count on in hundreds, tens or ones; Add mentally a 'near multiple of 10' Add 3 or 4 small numbers Partition into hundreds, tens and ones and in different ways, then recombine ($724 = 700 + 20 + 4$) ($724 = 600 + 110 + 14$) Reorder numbers in a calculation <p><u>Mental Subtraction</u></p> <ul style="list-style-type: none"> Count back in hundreds, tens or ones; Subtract mentally a 'near multiple of 10'; Find a small difference by counting up from the smaller to the larger number (on a number line); Bridge through a multiple of 10, then adjust; Subtract a 2-digit number by partitioning it subtracting its tens then ones; <p><u>Perimeter</u></p> <ul style="list-style-type: none"> Measure the perimeter of simple 2-D shapes <p><u>Mass and Volume</u></p> <ul style="list-style-type: none"> Measure mass (kg/g) and volume/capacity (l/ml). Compare mass and volume. Add and subtract mass (kg/g) and volume/capacity (l/ml). <p><u>Money</u></p> <ul style="list-style-type: none"> Add and subtract amounts of money to give change, using both £ and p in practical contexts. 	<p><u>Science</u></p> <p><u>Light</u></p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the sizes of shadows change.
<p><u>RE</u></p> <p>Our big question this half term is: 'Is a Jewish or Hindu Child Free to Choose their Beliefs?'</p> <ul style="list-style-type: none"> Retell religious stories and make links between beliefs and sources Identify the importance of religious stories for people and begin to identify the impact of religion on believers lives 	<p><u>Topic - Geography</u></p> <p>Our focus for this half term is 'Mighty Mountains'.</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locate the world's countries, using maps to focus on the UK, concentrating on their environmental regions, key physical and 	<p><u>Art and design</u></p> <p><u>Collage</u></p> <p>We will be creating a collage of a winter scene.</p> <ul style="list-style-type: none"> Record observations and ideas and use them to review and revisit ideas Improve mastery of art and design techniques

<ul style="list-style-type: none"> Identify some features of religion and suggest meanings for symbols and describe key features of religious expression recognising similarities and differences Ask questions about their own and others' experiences and identify what influences them Recognise that some questions are hard to answer and ask important questions Recognise their own values and make links between values and commitments 	<p>human characteristics, countries and major cities.</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time. 	
<p><u>Computing</u></p> <p>'We are Network Engineers'</p> <ul style="list-style-type: none"> Understand the physical hardware connections necessary for computer networks to work Understand some features of internet protocols Understand some diagnostic tools for investigating network connections Develop a basic understanding of how domain names are converted into IP addresses 	<p><u>Music</u></p> <p>We will be learning to play the Glockenspiel and will be preparing a 'Gluttonbury' festival performance!</p> <p>We will be learning:</p> <ul style="list-style-type: none"> note names notation language of music rhythm pulse improvisation composition 	<p><u>Citizenship</u></p> <p>Going for Goals.</p> <ul style="list-style-type: none"> I can tell you about myself as a learner I can set success criteria so I will know if I have reached a goal I can break a goal down into a number of steps and wait for the result I can identify advantages and disadvantages of the solutions or goals I set myself. I can foresee obstacles and plan to overcome them when I am setting goals. I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups. I can manage frustration by using a number of strategies. I know that I am responsible for my own learning and behaviour. I know how others can help me to achieve my goals and how I can help others. I can tell you what has gone wrong with a plan and why. I can talk about the bits that went well and the bits that I need to change if I used my plan again. I can recognise when I have reached my goal or been successful with my learning. I can predict the consequences of my actions/solutions or goals for myself other individuals or groups. I can make a choice about what to do based upon my predictions of the likely consequences.
<p><u>P.E.</u></p> <p>Net and Wall Games – Premier Sports</p> <p>Unit 3 REAL PE Cognitive skills</p> <p>Striking and fielding</p>	<p><u>British values/SMSC</u></p> <p>These values will be taught throughout the children's learning; democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><u>French</u></p> <ul style="list-style-type: none"> Colours Where do you live?