

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

Skills for Life that we are practising this half term: leadership, collaboration, independence

<u>English</u>	<u>Maths</u>	<u>Science</u>
<p><b><u>Well-loved narratives</u></b></p> <p><b><u>Charlotte's Web by E B White, The Tiny Seed by Eric Carle</u></b></p> <ul style="list-style-type: none"> <li>Personal response</li> <li>Facts/ opinions</li> <li>Understanding of plot, characters and themes.</li> <li>Role-play and drama</li> <li>Persuasive writing</li> </ul> <p><b><u>RHS How does my garden grow?</u></b></p> <ul style="list-style-type: none"> <li>Create an information booklet</li> </ul> <p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Discussing words and phrases that capture the reader's interest and imagination.</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul> <p><b><u>Spelling, Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>Using the present perfect form of verbs instead of the simple past tense.</li> <li>Introducing inverted commas to punctuate direct speech.</li> <li>Using headings and subheadings to aid presentation.</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Spell zoo Term 2 sets 6-10.</li> </ul>	<p><b><u>Mental Maths</u></b></p> <ul style="list-style-type: none"> <li>I can count from 0 in multiples of 4, 8, 50 and 100</li> <li>I can recall and use multiplication and division facts for the 3, 4 and 8 times tables</li> </ul> <p><b><u>Mental Addition</u></b></p> <ul style="list-style-type: none"> <li>Count on in hundreds, tens or ones;</li> <li>Add mentally a 'near multiple of 10'</li> <li>Add 3 or 4 small numbers</li> <li>Partition into hundreds, tens and ones and in different ways, then recombine (<math>724 = 700 + 20 + 4</math>) (<math>724 = 600 + 110 + 14</math>)</li> <li>Reorder numbers in a calculation</li> </ul> <p><b><u>Mental Subtraction</u></b></p> <ul style="list-style-type: none"> <li>Count back in hundreds, tens or ones;</li> <li>Subtract mentally a 'near multiple of 10';</li> <li>Find a small difference by counting up from the smaller to the larger number (on a number line);</li> <li>Bridge through a multiple of 10, then adjust;</li> <li>Subtract a 2-digit number by partitioning it subtracting its tens then ones;</li> </ul> <p><b><u>Money</u></b></p> <ul style="list-style-type: none"> <li>Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b><u>Time</u></b></p> <ul style="list-style-type: none"> <li>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</li> <li>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</li> <li>Know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>Compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul> <p><b><u>Picture graphs and bar graphs</u></b></p> <ul style="list-style-type: none"> <li>Interpret and present data using bar charts, pictograms and tables</li> <li>solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</li> </ul>	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>

<p><b><u>RE</u></b></p> <p><b>Our big question this half term is: ‘Does Easter Make Sense Without Passover?’</b></p> <ul style="list-style-type: none"> <li>This term we will be focusing on Sacred texts, Festivals and Symbols</li> </ul>	<p><b><u>Topic - Geography</u></b></p> <p><b>Forest School/ UK focus</b></p> <ul style="list-style-type: none"> <li>Map reading, orienteering, following directions, creating own maps and using inquiry skills.</li> </ul>	<p><b><u>Art and design</u></b></p> <p><b><u>David Hockney artist study - UK landscapes (painting and drawing)</u></b></p> <ul style="list-style-type: none"> <li>Creating a landscape in the style of a famous author.</li> </ul>
<p><b><u>Computing</u></b></p> <p><b>‘We are Presenters’</b> In this unit children will be using Windows Movie Maker to create a short video file. We will be concentrating on how to:</p> <ul style="list-style-type: none"> <li>Add a title clip</li> <li>Add end credits</li> <li>Import stills</li> <li>Create transitions</li> </ul>	<p><b><u>Music</u></b></p> <p><b>Benjamin Britten - There was a Monkey</b> We will be learning:</p> <ul style="list-style-type: none"> <li>Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</li> <li>Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</li> </ul>	<p><b><u>Citizenship</u></b></p> <p><b>Good to be Me</b></p> <ul style="list-style-type: none"> <li>Understand that different circumstances change people’s reactions and feelings</li> <li>Recognise when they find something difficult and do something about it or cope with how that makes them feel.</li> </ul>
<p><b><u>P.E.</u></b></p> <p><b>Net and Wall Games – Premier Sports</b> <b>Unit4 REAL PE Creative skills</b></p> <ul style="list-style-type: none"> <li>Athletics</li> </ul>	<p><b><u>British values/SMSC</u></b></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><b><u>French</u></b></p> <ul style="list-style-type: none"> <li><b>Numbers 1 - 31</b> Compare/contrast English and French numbers.</li> <li><b>Classroom objects</b> Introduce familiar objects and begin to use sentences to describe them in French.</li> </ul>