



English	Maths	Science	Computing	RE
<p><u>Writing</u></p> <ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Plan, write, edit and improve. • Use a range of descriptive phrases, to include adjectives and adverbs. • Use organisational devices such as headings and sub headings. • Organise paragraphs around a theme. • Use a mixture of simple, compound and complex sentences. • Extend 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. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes • Predict from details stated and implied and recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Draw inferences such as inferring characters' feelings, 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> • Find 10 or 100 more or less than a given number. • Count from 0 in multiples of 4, 8, 50 and 100. • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000. Identify, represent and estimate numbers using different representations. • Read and write numbers up to 1000 in numerals and in words. • Solve number problems and practical problems involving working with and estimating numbers up to 1000 in a variety of units. <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why. • Add and subtract numbers mentally, including: • A three-digit number and ones; A three-digit number and tens; A three-digit number and hundreds. • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. <p><u>Multiplication and Division</u></p>	<p><u>Rocks and Soils</u></p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter. <p><u>Light and Shadow</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 size of shadows change. Scientific Enquiry • Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative and fair tests. • Gathering, recording, classifying and presenting data in a variety of ways. 	<p><u>Computing systems</u></p> <ul style="list-style-type: none"> • Develop understanding of digital devices, focusing on input, processes and output. • Compare digital and non-digital devices. • Understand how computer networks function, including devices that make up a network's infrastructure. • Discover the benefits of connecting devices in a network. <p><u>Creating media</u></p> <ul style="list-style-type: none"> • Use a range of techniques to create a stop-frame animation. • Apply skills learnt to create a story-based animation • Add other types of media to their animation, such as text or music. 	<p><u>Creation</u></p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is the Creator. (For example, follow God or care for the earth in some specific ways.) • Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. <p><u>Advent</u></p> <ul style="list-style-type: none"> • Explore the true meaning of Christmas to Christians. • Compare to the experiences of non-Christians and evaluate why they are different.

thoughts and motives from their actions, and justifying inferences with evidence.	<ul style="list-style-type: none"> • Multiply two-digit and three-digit numbers by a one-digit number • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. 	<ul style="list-style-type: none"> • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 		
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History/Geography	Art	Design Technology	Music	PE	PSHE
<p>History - Autumn 1</p> <p><u>What was the gift of the Nile?</u></p> <ul style="list-style-type: none"> • To use evidence to ask questions and find answers to questions about the past. • Suggest causes and consequences of some of the main events and changes in history. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology <p>Geography - Autumn 2</p> <p><u>How and why is my local environment and beyond changing?</u></p>	<p>Telling Stories through Drawing and Making</p> <ul style="list-style-type: none"> -Understand that artists use sketchbooks to respond to other creative artforms. -Use exaggeration as a tool to convey the intention of my drawings. -Make a 3d sculpture in response to literature/poetry. -Display the work made through the half term and reflect on the outcomes. 	<p>Shell structures</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Explore how to make products work efficiently (such as by carefully selecting materials). • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts/tabs within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. • Refine work and techniques as work progresses, continually 	<p>Reach the Sky/ Playing glockenspiels/ recorders</p> <ul style="list-style-type: none"> • Find and internalise the pulse through body movement. • Progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice. • Maintain a simple part within a group. • Sing songs and melodies and start to consider how the melody and words should be interpreted. • Perform with control and an awareness of others. • Use the terms: pulse, rhythm and pitch to describe music. • Evaluate music using musical 	<p>Orienteering</p> <ul style="list-style-type: none"> •To develop spatial awareness of symbols by transferring information on a diagram into reality. •To understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map. <p>Tag Rugby</p> <ul style="list-style-type: none"> • To use use running, jumping, throwing and catching in isolation and in combination. • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply 	<p>Me and my Relationships</p> <ul style="list-style-type: none"> • Explore why rules are different for different age-groups, in particular for internet-based activities • Suggest appropriate rules for different settings • Explain some of the feelings associated with losing something important to them • Practice explaining the thinking behind their ideas and opinions • Identify qualities of friendship <p>Valuing Differences</p> <ul style="list-style-type: none"> • Recognise that there are many different types of family • Define the term 'community' • Identify and recognise the benefits of being part of different communities • Recognise the factors that make people similar and different from one another. • Explore why people have prejudiced views and understand why this is.

<p>-Identify, describe and give reasons for why environments change; -Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life; -Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment; -Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual; -Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations; -Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world; -Describe and explain the impact of environmental change in one threatened region of the world.</p>		<p>evaluating the product design.</p>	<p>vocabulary to identify areas of likes and dislikes.</p> <ul style="list-style-type: none"> • Understand key features of a song and discuss their effect on mood and feelings. <p><u>Glockenspiels & recorders</u></p> <ul style="list-style-type: none"> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions - Listen with attention to detail and recall sounds with increasing aural memory. - Recognise the notes D and C on the musical stave. - Recognise the symbols for a minim, quaver and crochet and say how many beats they represent. - Improvise music for a range of purposes using the inter-related dimensions of music. - Understand layers of sound and discuss their effect on mood and feelings. - Play and perform in solo and ensemble contexts, playing musical instruments with increasing fluency, accuracy. 	<p>basic principles suitable for attacking and defending</p> <p><u>Handball</u></p> <ul style="list-style-type: none"> • To use use running, jumping, throwing and catching in isolation and in combination. • To compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - To perform a range of jumps, rolls and balances using correct position and shape. - To use these skills successfully when incorporating equipment. - To create and refine a series of short sequence. <p><u>Swimming</u></p> <ul style="list-style-type: none"> -Swim competently, confidently and proficiently over a distance of at least 25 metres. -Use a range of strokes effectively. -Perform safe self-rescue in different water-based situations. 	<p><u>French</u></p> <p><u>Oracy</u></p> <ul style="list-style-type: none"> • Ask and answer simple questions • Take part in discussions and tasks • Demonstrate a growing vocabulary <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write a few short sentences using familiar expressions • Write short phrases from memory <p><u>Intercultural understanding</u></p> <ul style="list-style-type: none"> • Give some details of countries or communities where the language is spoken • Make comparisons between these countries and our own.
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