

Religious Education

Old Testament Stories And Prayers:

This unit is designed to give pupils some insight into the stories and the characters of the Old Testament. It will also introduce them to important images of God found in the scriptures.

Sharing In The Life Of Jesus: Mary, The Disciples, Saints & Us:

This unit is designed to extend the pupil's knowledge and understanding of the life of Mary and Jesus and the call of the disciples. They will learn about some saints who have responded to the call of Jesus and will be introduced to the prayer of silence as an opportunity to spend time with God.

Advent:

This unit is designed to develop pupil's knowledge of the time, symbols and characters of the liturgical Season of Advent. It will focus on Advent being a season of preparation for Christmas through the story of John the Baptist and parish activities.

Christmas:

This unit is designed to help pupils reflect upon the journeys associated with the Christmas story and what these journeys eventually tell us about Jesus' birth and the way people respond to his birth.

English

Class Texts:

Dogger, The Great Fire of London, Let's Learn about Polar Bears, The Polar Express.

Reading (comprehension):

Pupils will develop pleasure in reading, motivation to read and vocabulary and understanding by listening to, discussing and expressing views about a wide range of stories, contemporary poetry and non-fiction texts that are structured in different ways. They will discuss how items of information are related and discuss and clarify the meaning of words. Pupils will be encouraged to draw on what they already know or have found out and check that the text makes sense to them as they read.

Range of Writing:

Across the term, pupils will attempt to write in the style of fiction and non-fiction. Pupils will learn to write stories with a familiar setting, non-chronological reports, diary entries, explanation texts, instructions and letters.

Composition:

Pupils will develop positive attitudes towards and stamina for writing by writing for different purposes and writing about real events. They will plan what they are going to write about by writing down ideas and key words, including new vocabulary. Pupils will make simple additions, revisions and corrections to their own writing by evaluating and re-reading to check that their writing makes sense. They will also proof-read to check for errors in spelling, grammar and punctuation.

Vocabulary, grammar and punctuation:

In addition to being embedded within the curriculum, each week pupils will receive a grammar lesson with a particular focus. This term pupils will learn how to use familiar and new punctuation correctly. They will particularly focus on using a range of punctuation correctly. This includes: capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contracted form. Pupils will learn to use expanded noun phrases to describe and specify and they will learn to use subordination (using when, if, that, because) and co-ordination (or, and, but). Additionally, through the texts that they explore, pupils will be introduced to new vocabulary and will be encouraged to apply any new vocabulary to their independent writing.

Spelling:

Every day Monday – Friday pupils will be taught phonics in order to improve their reading and spelling. They will focus on one phoneme (sound) each week, they will practise the most common graphemes (spelling choices) for reading and will practise one grapheme for spelling at home ready for a spelling test on the following Friday. They will also be learning new spelling rules to support their spelling.

Mathematics

Recall of number facts for +, -, x and ÷ :

Pupils will count in steps of 2, 3 and 5 from 0 and count tens from any number, forwards and backwards. They will use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Pupils will learn to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

Place Value:

Pupils will know what each digit in a two-digit number represents (tens and ones), including 0 as a place holder and partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$). Pupils will read and write numbers to at least 100 in numerals and words and they will be able to compare and order numbers from 0 up to 100 using $<$, $>$ and $=$ signs. They will identify, represent and estimate numbers using different representations, including the number line.

Addition and Subtraction:

Pupils will understand that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. They will recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Pupils will add and subtract numbers using concrete objects, pictorial representations and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers and adding three one-digit numbers. Pupils will recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division:

Pupils will recall and use multiplication and division facts for the 2, 5 and 10x tables. They will represent repeated addition as multiplication, and repeated subtraction (grouping) as division and will recognise and use the inverse relationship between multiplication and division. They will use practical and written methods and related vocabulary to support multiplication and division.

Fractions:

Pupils will recognise, find, name and write $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of length, shape and sets of objects or quantities. They will know simple equivalent fractions eg. $\frac{1}{2} = \frac{2}{4}$.

Measurement:

Pupils will choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers and they will choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales. Pupils will recognise and use symbols for pounds (£) and pence (p). They will combine amounts to make a particular value, find different combinations of coins that equal the same amounts of money and add and subtract money of the same unit, including giving change. Pupils will tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. They will know the number of minutes in an hour and the number of hours in a day.

Geometry (properties of shapes):

Pupils will identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. They will identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid). Pupils will identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. They will compare and sort common 2-D and 3-D shapes and everyday objects. Pupils will use mathematical vocabulary to describe position, direction and movement (including movement in a straight line) and distinguish between rotation as a turn and in terms between rotation as a turn and in terms of right angles for $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ turns (clockwise and anti-clockwise).

Statistics:

Pupils will interpret and construct simple pictograms, tally charts, block diagrams and simple tables. They will ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Pupils will also ask and answer questions about totalling and comparing categorical data.

<p>Science</p>	<p><u>Taking Care:</u> Pupils will be learning about the different ways in which they can take care of their bodies. They will have an understanding of the food groups that make up our diet and the proportions we should eat them in and be able to sort food into the different food groups. Pupils will explore how we can stay fit and explain how their body feels when exercising. They will suggest ways to be hygienic and why it is important to keep clean.</p> <p><u>Growing Up:</u> Pupils will identify differences between living and non-living things. They will look at the human life cycle and consider how they have changed since birth. Pupils will be able to explain changes such as growth, appearance, movement, feeding and diet, self-care and the move from dependence to independence.</p> <p><u>Materials - Good Choices:</u> Pupils consolidate their understanding that one type of object can be made from different materials and also that one material can be used for a number of different objects. They continue to develop their understanding of the simple physical properties of materials and consider in more detail how these properties make materials useful for particular purposes. Pupils will test a range of different materials for different purposes. They will also have an opportunity to think about creative and unusual uses of everyday materials and find out about John Dunlop, who invented rubber pneumatic tyres.</p>
<p>Computing</p>	<p><u>We are Astronauts:</u> In this unit pupils will learn to program a sprite (such as a spaceship) to move around the screen. They will have a number of problems to solve and by the end of the unit they will have a clear understanding of algorithms as sequences of instructions, convert simple algorithms to programs, predict what a simple program will do and spot and fix errors in their programs.</p> <p><u>We are Game Testers:</u> In this unit pupils will look at how some simple Scratch games work. They will look at free online or open source games and share their favourite games with the class. By the end of this unit, pupils will</p>

	<p>be able to describe carefully what happens in computer games, use logical reasoning to make predictions of what a program will do, test these predictions, think critically about computer games and their use and be aware of how to use games safely and in balance with other activities.</p> <p>E-Safety: E-Safety is implemented throughout the curriculum. Pupils will learn to use technology safely and responsibly, keeping personal information private and identifying where to go for help and support when they have any concerns.</p>
P.E.	<p>Running and Jumping: Pupils will master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities and team games.</p> <p>Dance: Pupils will perform dances with simple movements and patterns to music.</p>
P.S.H.E	<p>Within PSHE, pupils will make informed choices and recognise that choices have good and not so good consequences. They will learn to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. They will have opportunities to describe their feelings with others and develop simple strategies for managing their feelings.</p> <p>Multi-faith Study: As part of our multi-faith study, we will be studying festivals from different faiths. Our focus will be Sikhism where we will learn about Diwali.</p>
Foundation Subjects	<p>Our themes for this term are 'Ice' and 'Fire'.</p> <p>Art: Pupils will mix paint to create the secondary colours, investigate creating different shades of colour and use natural resources to create artwork. They will participate in a range of art activities relating to their topic 'Fire and Ice'.</p> <p>Design and Technology: Relating to their topic 'Ice and Fire', pupils will construct a model igloo. Pupils will also be designing a healthy pizza to reflect on the learning that will take place in science.</p> <p>Geography: Pupils will learn to locate the Arctic circle on a world map and name some of the countries in the Arctic circle. They will explore the seasons and weather patterns in the Arctic and compare an Arctic town to a city in the UK. Pupils will learn about the traditional way of life for an Inuit and learn about the famous explorer, Scott of the Antarctic.</p> <p>History: Pupils will learn key facts about the Great Fire of London including when, where and what happened, why the fire spread so quickly and how houses were different in 1666 to now. They will understand this historical event through eye witness accounts and write their own diary entry about the fire. They will learn about how London was rebuilt and consolidate our knowledge and understanding by writing an explanation about the Great Fire of London in the style of a newspaper report at the end of this topic.</p> <p>Music: Pupils will explore duration of sounds and explore pulse and rhythm. They will learn about Inuit drumming and make and decorate their own drums to perform with.</p>
Other Activities / Visits	<p>Possible trip to Pizza Express details to follow.</p>

Homework Arrangements:

English	Will be sent home on a Friday to be returned on or before the following Wednesday .
Mathematics	Will be sent home on a Friday to be returned on or before the following Wednesday .
Spelling	Will be sent home on a Friday in preparation for a spelling test on the following Friday . The spellings will be tested through sentence dictation.
Number Facts	Multiplication tables should be practised regularly at home in preparation for a test every Friday . All pupils will start by learning and being tested on their 2x table. When they have achieved full marks in their test twice, they will then be tested on a different multiplication table.
Project	The topics for this term are 'Ice' and 'Fire'. Pupils will have the opportunity during the second half of this term to showcase their work. You will receive a letter with more information about this project and the date of the showcase.

Home Reading:

It is essential that your child reads regularly at home (at least three times a week). If your child reads their school reading book three or more times in a week and this is recorded in their planner, they will receive a sticker on their bookmark. This will later result in a prize when it is full. We will change your child's book as soon as possible after it has been read (children are reminded throughout the week to get their books changed).

Useful Information:

P.E. takes place on **Mondays** and **Fridays**. Please make sure your child has their P.E. kit in school on these days and earrings have been removed.

Thank you for your ongoing support.