

<p>English</p>	<p><u>Narrative</u> <u>The Day the Crayons Quit</u> We will look at the role of letters in telling a story. The children will be experts and edit and improve letters from characters who need a bit of help with their writing skills! They will also write their own persuasive letters.</p> <p><u>Non-fiction</u> <u>How to Wash a Woolly Mammoth</u> Children will understand purpose of instructions by reading, listening, following and discussing sets of instructions They will practise using sequencing language to order events using the command form of verbs. They will consider language and features of good instructions and turn notes into a complete piece of writing.</p> <p><u>Fiction/Non Fiction</u> <u>Explanation - Monsters: An Owners Guide</u> Children will write questions based the texts; an email response to an angry customer; a list of fascinating facts (gathered from independent reading of a selection of explanation texts) and short explanation based on the core text.</p> <p><u>Up/ Amelia Earhart</u> Using the film Up and a biography of Amelia Earhart as inspiration, children will write an adventure story and think of a title for it. They will include a dilemma and resolution in their stories. They will ask and answer questions based on a biography and write their own versions.</p>	
<p>Maths</p>	<p>Year 1 We will move on to explore: Multiplication and division Numbers and fractions Position and direction Place value to 100 Money Time</p>	<p>Year 2 Further work on : Multiplication and Division Addition and Subtraction Money We will move on to explore: Fractions Time Measures</p>
<p>Science</p>	<p><u>Our Changing World</u> We will continue to observe seasonal changes as spring turns to summer.</p> <p><u>What's in your habitat?</u> In this module children will begin to learn about different habitats, how the living things are suited to the habitat and the interactions between the living organisms within a habitat. They explore the habitat by identifying things that are living, once-lived and never-lived. They will also construct food chains that show how living things depend on each other.</p>	

<p>Computing</p>	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> • Can give a set of instructions to form simple geometric shapes • Can improve / change their sequence of commands • Can understand what an algorithm is • Can logically reason to predict the behaviour of a program • Can use the 'repeat' (loop) and 'when' (conditional statement) command within a series of instructions • Can plan and create a sequence of instructions to move a programmable robot • Can debug (identify what isn't working and why) • Edit and improve a sequence after debugging <p>Can identify specific use of technology in the wider world</p> <p><u>Data handling</u></p> <ul style="list-style-type: none"> • Can use simple data plotting/graphing programs to produce pictograms and other simple graphs • Can independently plot data as a pictogram, block chart or bar graph • Can know the types of graph that can be changed • Can interpret graphs - discuss the graphs and answer simple questions • Can make a simple Y/N tree diagram to sort information • Can use the search tools in a prepared database to answer simple questions • Can collect information using a questionnaire • Can enter data into a prepared database • Can recognise which information is suitable to their topic 	
<p>P.E.</p>	<p><u>Athletics</u></p> <p>Learning Objectives for the Unit:</p> <ul style="list-style-type: none"> To develop the sprinting action. To develop rhythm and balance in running over obstacles. To develop agility and co-ordination. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To develop technique when taking part in an athletics carousel. <p><u>Net and Ball</u></p> <p>Learning Objectives for the Unit:</p> <ul style="list-style-type: none"> To defend space, using the ready position. To play against an opponent and keep the score. To develop control when handling a racket. To develop racket and ball skills. To develop sending a ball using a racket. 	<p><u>Fitness</u></p> <p>Learning Objectives for the Unit:</p> <ul style="list-style-type: none"> To understand how to run for longer periods of time without stopping. To develop co-ordination through hula hoop skills. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and co-ordination. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and co-ordination. <p><u>Striking and Fielding</u></p> <p>Learning Objectives for the Unit:</p> <ul style="list-style-type: none"> To roll a ball towards a target. To track a rolling ball and collect it.

	<p>To develop playing over a net. To develop placing the ball. To develop hitting over a net.</p>	<p>To develop accuracy in underarm throwing and consistency in catching. To develop overarm throwing. To develop striking a ball with my hand and equipment. To retrieve a ball when fielding. To understand the roles of batter, bowler and fielder. To understand how to get a batter out. To understand how to run around bases to score points.</p>
<p>Geography</p>	<p><u>Wonderful World</u> We will continue with our Unit of work on Kenya. We will look at the National Safaris in Kenya. We will compare a child's life in Kenya and in the UK. We will then be looking at journeys round the world and explore using atlases and globes.</p>	
<p>History</p>	<p><u>Explorers</u> We will find out about the lives of significant explorers in the past from different time periods such as Ibn Battuta, Matthew Henson, and astronauts and scientists involved in the Moon Landing.</p>	
<p>R.E.</p>	<p><u>Taking Responsibility</u> We will think about how people can live together happily and we will learn about what different religions think that we should look after the world.</p> <p><u>Exploring Prayer through Artefacts</u> We will think about what prayer is and what it might look like in Christianity, Hinduism and Islam. We will compare some important prayers from our three chosen religions.</p>	
<p>Art</p>	<p><u>Dioramas/ Weaving</u> We will use our scientific knowledge of habitats to work with mixed media to create a 3D diorama.</p>	
<p>D.T.</p>	<p><u>Moving Pictures</u> We will learn how to make flaps, wheels and sliders to create moving pictures.</p>	
<p>Life Skills (P.S.H.E.)</p>	<p>Relationships We will explore and discuss the following ideas and themes:</p> <ul style="list-style-type: none"> • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself 	<p>Changing Me We will explore and discuss the following ideas and themes:</p> <ul style="list-style-type: none"> • Life cycles - animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology) • Linking growing and learning • Coping with change

	<ul style="list-style-type: none">• Celebrating special relationships	<ul style="list-style-type: none">• Transition
Music	<p><u>World Music</u></p> <p>We will explore different types of world music, linked to our Geography topic (Wonderful World) and History (Explorers). We will be using different world instruments to explore beat and rhythm.</p> <ul style="list-style-type: none">• African music• Caribbean music• Australian music	