

<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>Percy the Park Keeper Stories</u> We will enjoy these stories and try and pick out the main themes of each one, helping us to learn how to summarise. We will think about all the jobs that Percy and the animals do in each season to look after the park and use commands to write them a helpful check list for each season. We will also plan, illustrate and write our own class stories about Percy thinking about showing off all the skills we have learnt across the year. We will enjoy reading each other's stories in the book corner.</p> <p><u>Seasons</u> Pupils will draw on their learning in science from across the year to write a short 4 section report about 'The Seasons'</p> <p><u>Statutory Assessments</u> Year 2 Pupils will complete their Reading SATs papers before the end of May. Year 1 Pupils will read 40 words for their phonics screening check in June. Year 2 pupils who did not meet the required standard in Year 1 will also complete the phonics screening check.</p>	
<p>Maths</p>	<p><u>Year 1</u> We will move on to explore: X and + Fractions Position &amp; direction Place value to 100 Money Time</p>	<p><u>Year 2</u> Further work on: Multiplication and Division Addition and Subtraction Money Fractions One and 2 step problems <u>Statutory Assessments</u> Pupils will complete their Arithmetic and Reasoning SATs papers before the end of May</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> Pupils will learn about algorithms and giving a sequence of commands. They will create a sequence of instructions to move a programmable robot.</p> <p><u>Data handling</u> Pupils will use simple data plotting/graphing programs to produce pictograms and other simple graphs related to the wider curriculum.</p>	
<p>P.E.</p>	<p><u>Athletics</u> Learning Objectives for the Unit:</p>	<p><u>Fitness</u> Learning Objectives for the Unit:</p>

	<p>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> <p><b><u>Net and Wall</u></b>  <b>Learning Objectives for the Unit:</b>          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.          To develop playing over a net.          To develop placing the ball.          To develop hitting over a net.</p>	<p>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> <p><b><u>Striking and Fielding</u></b>  <b>Learning Objectives for the Unit:</b>          To roll a ball towards a target.          To track a rolling ball and collect it.          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>
Geography	<p><b><u>Wonderful World</u></b>          We will be recapping the names of oceans and continents of the world and exploring world climates. We will use globes, atlases, maps and iPads (google earth) to learn about our wonderful world. We will study the oceans and look at the conservation of them. We will look at how we can look after them. We will explore the habitats of a desert, both hot and cold. We will look at what animals can survive there. We will find out about foods that are grown all over the world and what climates they need to grow. We will look at how far they travel to reach us.</p>	
History	<p><b><u>Explorers</u></b>          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. We will explore what their lives were like and what made them significant. We will look at what changes have happened since they were alive and why the changes happened.</p>	
R.E.	<p><b><u>Taking Responsibility</u></b>          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><b><u>Exploring Prayer through Artefacts</u></b>          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>	
Art	<p><b><u>Weaving</u></b>          We will be looking at examples of weaving and learning how to weave by interlacing different materials. Linking to our science habitats topic we will create a woven sea creature for an ocean class piece.</p>	
D.T.	<p><b><u>Healthy Lunch Boxes/Bread</u></b>          We will find out the key components for a healthy lunchbox.          We will design our own and make the bread needed for our sandwich choice.          This will be enhanced by our trip to the Mill where we find out more about flour and bread at this working watermill.</p>	
Life Skills (P.S.H.E.)	<p><b><u>Relationships</u></b>          We will explore and discuss the following ideas and themes:</p> <ul style="list-style-type: none"> <li>• Belonging to a family</li> </ul>	<p><b><u>Changing Me</u></b>          We will explore and discuss the following ideas and themes:</p> <ul style="list-style-type: none"> <li>• Life cycles - animal and human</li> </ul>

	<ul style="list-style-type: none"> <li>• Making friends/being a good friend</li> <li>• Physical contact preferences</li> <li>• People who help us</li> <li>• Qualities as a friend and person</li> <li>• Self-acknowledgement</li> <li>• Being a good friend to myself</li> <li>• Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in me</li> <li>• Changes since being a baby</li> <li>• Differences between female and male bodies (correct terminology)</li> <li>• Linking growing and learning</li> <li>• Coping with change</li> <li>• Transition</li> </ul>
<p><b>Music</b></p>	<p>We will be exploring three themes this term:</p>	
	<p><u><b>Dancing and Drawing to Nautilus</b></u></p> <ul style="list-style-type: none"> <li>• Perform actions to music, reinforcing a sense of beat.</li> <li>• Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</li> <li>• Develop awareness of duration and the ability to move slowly to music.</li> <li>• Create art work, drawing freely and imaginatively in response to a piece of music.</li> </ul>	<p><u><b>Cat and Mouse</b></u></p> <ul style="list-style-type: none"> <li>• Create rhythm patterns, sequencing them and 'fixing' them as compositions using simple notation.</li> <li>• Attempt to record compositions with stick and other notations.</li> <li>• Sing and chant songs and rhymes expressively.</li> <li>• Listen and copy rhythm patterns.</li> <li>• Notice how a change of pitch is used to create an effect.</li> </ul>
	<p><u><b>Come Dance with Me</b></u></p> <ul style="list-style-type: none"> <li>• Create musical phrases from new word rhythms that children invent.</li> <li>• Sing either part of a call-and-response song.</li> <li>• Play the response sections on tuned percussion using the correct mallet hold.</li> <li>• Listen and copy call-and-response patterns on voices and instruments.</li> </ul>	