

LRR

- To be introduced to how a playscript is written when reading with a teacher.
- To orally retell the basic sequence of events in the playscript.
- To listen attentively to a playscript beyond a level which they can read independently.
- To begin to add noises and actions as they listen to the playscript.

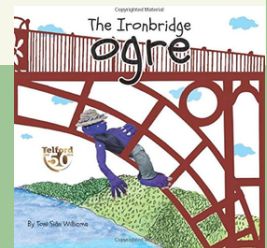
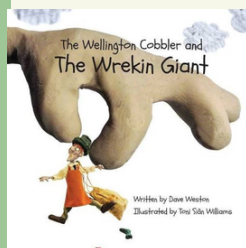


MATHS

- Weeks 1-3 - Addition and Subtraction
- Weeks 4-5 - Number and Place Value
- Week 6 - Measurement: Length and Height

WRITING

This half term we will be writing short stories about:
 Weeks 1 and 2 - The Wrekin Cobbler and the Wrekin Giant
 Weeks 3 and 4 -The Ironbridge Ogre
 Weeks 5 and 6 - Come and visit England

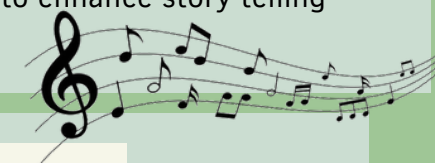


PE

- I can copy and explore basic movements.
- I can copy and explore basic movements with more confidence.
- I can remember simple movements and dance steps.
- I can remember simple movements and dance steps with increasing accuracy.
- I can begin to link movements to sounds/music.
- I can link movements to sounds/music.
- I can respond to a range of stimuli and comment on own performance.

MUSIC

- To listen to sounds in the local school environment, comparing high and low sounds
- To play games comparing high and low sounds
- To learn how to play some tuned percussion
- To follow pictures and symbols to guided playing.
- Higher dots means play a higher pitch.
- To explore percussion sounds to enhance story telling
- Explore pitched instruments and discuss how they could add to story telling, eg
- To continue to explore percussion sounds to enhance story telling



GEOGRAPHY

- To name, locate and identify the four countries of the United Kingdom.
- To name, locate and identify characteristics of England.
- To name, locate and identify characteristics of Wales.
- To name, locate and identify characteristics of Scotland.
- To name, locate and identify characteristics of Northern Ireland.



RE

Was it always easy for Jesus to show friendship?
 To identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.

PSHE - DREAMS AND GOALS

- I can set simple goals.
- I can set a goal and work out how to achieve it.
- I understand how to work well with a partner.
- I can tackle a new challenge and understand this might stretch my learning.
- I can tell you about obstacles which make it more difficult to achieve and how to overcome them.



COMPUTING

- To know how to describe what different freehand tools do.
- To know how to use the shape tool and the line tools.
- To know how to make careful choices when painting a digital picture.
- To know why I chose the tools I used.
- To know how to use a computer on my own to paint a picture.
- To know how to compare painting a picture on a computer and on paper.



SCIENCE - MATERIALS

- Lesson 1: To distinguish between an object and the material from which it is made.
- Lesson 2: To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Lesson 3: To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Lesson 4: To distinguish between an object and the material from which it is made.
- Lesson 5: To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Lesson 6 - To distinguish between an object and the material from which it is made.

ART - DRAWING

- To begin to explore the use of line, shape and colour.
- To experiment with a variety of media (eg. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media).
- To investigate textures by describing, naming, rubbing, copying.
- To produce an expanding range of patterns and textures.
- To look and explore the work of an artist (Joan Miro).
- To draw a picture inspired by an artist, using my sketching techniques.
- To share and evaluate my piece of work in our classroom.

