

LRR

- To predict what might happen on the basis of what has been read so far.
- To ask and answer questions about what is read to them.
- To make inferences on the basis of what is being said and done.
- To predict what might happen on the basis of what has been read so far.
- To explain and discuss their understanding of books that they read for themselves.
- To discuss the sequence of events.

ENGLISH

Old Mother Hubbard

Non-fiction persuasion - going to the seaside

Ruby's Worry by Tom Percival



MATHS

- Week 1- Fractions
- Week 2 - Statistics
- Week 3 - Number and Place Value
- Week 4 - Fractions
- Week 5- measurements
- Week 6- Time
- Week 7- Assessment week

PE

Invasion Games and Athletics

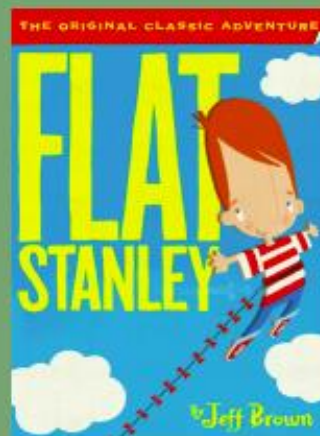
To consider how much power to apply when aiming at a target.

To understand how to score using overarm and underarm throwing.

To develop striking to a target.

To develop hitting a moving target.

To select and apply the appropriate skill to the target game.



MUSIC

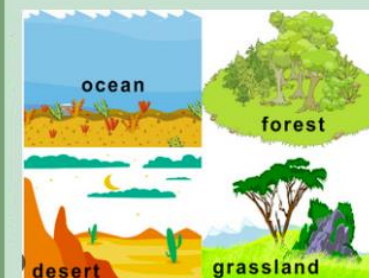
1. To play question and answer games using songs and voices
2. To work with a partner to improvise simple question and answer phrases to be sung to create a musical conversation.
3. To work with class teacher to improvise simple question and answer phrases using body percussion.
4. To work with a partner to improvise simple question and answer phrases to be played using body percussion.
5. To work with a partner to improvise simple question and answer phrases to be played using body percussion to create a musical conversation.

HISTORY

- 1- To know who Florence Nightingale was
2. To know why and how Florence Nightingale changed nursing
3. To know who Mary Seacole was
4. To know why and how Mary Seacole changed nursing.
5. To understand how nursing has changed
6. To explore the points of view of people in the past by comparing how the two nurses were treated
7. Is it fair that Florence Nightingale is remembered more than Mary Seacole?

SCIENCE

- Week 1: To know what a habitat is.
- Week 2: To know that habitats, including micro habitats, provide for the basic needs of animals and plants.
- Week 3: To know what a food chain is.
- Week 4: To identify and name a variety of plants and animals in a pond habitat. (Pond study)
- Week 5: To describe how a habitat provides the basic needs for worms.
- Key Question: Where do Woodlice prefer to live?



RE

- Islam
- To know how a certain place could make me feel like I belong.
- To know that a mosque is a Muslim's holy place of worship.
- To know how and why Muslims perform Wudu before prayer
- To know that Muslims pray alone or at a Mosque.
- To know why Muslims get a sense of belonging from praying in a Mosque.

PSHE- RELATIONSHIPS

- Week 1 - Families
- Week 2 - Keeping safe and exploring physical contract
- Week 3 - Friends and conflict
- Week 4 - Secrets
- Week 5 - Trust and appreciation
- Week 6 - Celebrating my special relationships



ICT

- 1-To recognise that we can count and compare objects using tally charts
- 2-To recognise that objects can be represented as pictures
- To create a pictogram
- 3-To select objects by attribute and make comparisons
- 4-To recognise that people can be described by attributes
- 5-To explain that we can present information using a computer

DESIGN AND TECHNOLOGY

Trip - Pizza Express

- To explore and evaluate existing pizzas on the market.
- To understand there are different food groups and identify the properties of different pizza ingredients (home grown, caught or farmed).
- To practise with, and choose the best tools for cutting, spreading and rolling, and explain choices. To design a pizza and it's topping through diagrams and labelling based on what I already know about popular pizzas.
- To use hands to combine and knead the dough, and roll the dough, grate cheese using a hand grater and use knives safely, to chop the topping ingredients, beginning to use the claw grip independently.
- To refer to the recipe, and describe what went well, then talk about what I would do differently if I were to do it again.