

LRR

In LRR this term, we will be reading 'The Selfish Giant' 'The adventures of Mrs Pepperpot' 'Worm Looks for Lunch' and 'Crazy Mayonnaisy Mum'. We will be focusing on discussing the meaning of new words, retrieving answers from the text and talking about key events in the book.



WRITING

This half term, we will be looking at the texts, 'Toys in Space', 'Katie Morag', 'Beegu' and 'Changes in Transport'



PE

Week 1 – I can carefully roll a ball to my peer.
Week 2 – I can roll a large ball into a target.
Week 3 – I can roll a small ball into a target.
Week 4 – I can roll a ball into a designated target area.
Week 5 – To copy and explore movements with control and coordination.
Week 6 – To explore and create different pathways and patterns.
Week 7 – To use equipment in a variety of ways to create a sequence.
Week 8 – To use equipment in a variety of ways to create a sequence.



MUSIC

To know the meaning of crotchet, quavers and crotchet rest
Listening
-To understand the difference between crotchet, quavers and crotchet rest through copying the class teacher
- Modelling and body percussion.
-To understand the difference between crotchet, quavers and crotchet rest by inventing rhythms using class percussion
-To read chanted rhythm patterns using stick notations
-To create their own chanted rhythm pattern using stick notation
-Practice chanted rhythm pattern with stick notation
-To recap and practice their patterns
-Perform chanted rhythm pattern with stick notation



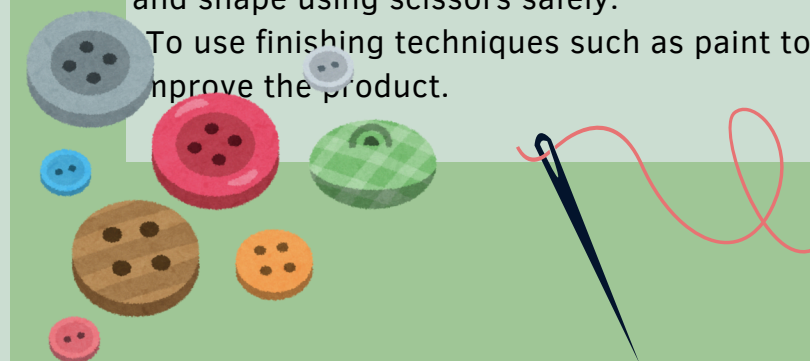
SCIENCE

- To identify and classify.
- To use observations and ideas to suggest answers to questions
- To be able to ask simple questions and recognise that they can be answered in different ways.
- To gather and record data to help in answering questions.
- To begin to discuss my ideas about how to find things out.
- To be able to record data (flow diagram).
- Key Question - What do living things need to do to survive?



DESIGN TECHNOLOGY

-To explore and evaluate existing toy vehicles, and begin to understand how to use wheels and axels.
-To explore and choose the best tools for cutting and the best materials for function, and explain choices.
-To design a moving vehicle through diagrams, and labels, based on what I already know about toy vehicles, following a vehicle design criteria, and explain the purpose of the product.
-To join materials (wooden wheels, axels, rods and cardboard boxes) together using different types of glue.
-To measure and mark out using a ruler, cut and shape using scissors safely.
To use finishing techniques such as paint to improve the product.

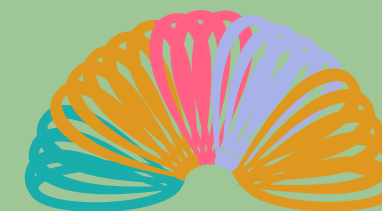


MATHS

Week 1- Fractions
Week 2- Addition and subtraction
Week 3- Mass and volume
Week 4- Position and direction
Week 5 - Statistics
Week 6 - Number and place value



-To know about different modes of transport used in the past compared to now.
-To know who the Wright Brothers are and what they did.
-To know how flight has changed over time.
-To know the impact that the invention of powered planes had on travel.
-To know who Neil Armstrong is and why he is important.
-To compare The Wright Brothers' mission to the Apollo11 mission.



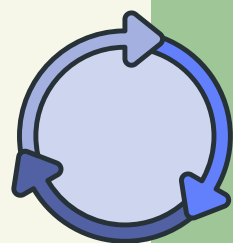
HISTORY

RE- JUDIASM

Lesson 1: To reflect on a time I was kind
Lesson 2: To re tell t he story of t he good Samar it an.
Lesson 3: To creatively reproduce the story of t he good Samaritan.
Lesson 4: T o develops skills to help me overcome un kindness from others
Lesson 5 : To reflect on how I ca n be kind to my peers.
Lesson 6: Key Question: Is is possible to be kind to everyone all the time ?

PSHE - THINK POSITIVE

Lesson 1- Think happy, feel happy
Lesson 2-It's your choice
Lesson 3- Go Getters
Lesson 4- Let it out
Lesson 5-Be thankful
Lesson 6- Be mindful



COMPUTING

-To know that for most people the internet is an important part of life and has many benefits.
-To understand how to communicate safely online.
-To know how to be respectful online.
-To make safe choices when using the internet.
-To use technology safely by making safe choices when using the internet.
-To describe the 5 SMART rules that keep