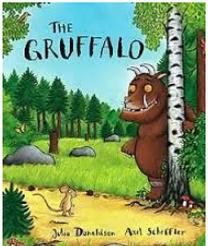
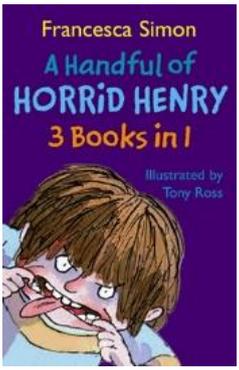


		Reading for Enjoyment
<p>English</p>	<p>The Gruffalo</p>  <p>Plot: Tale of fear Focus: Suspense and characterisation</p> <p>Water boatman by Judith Nicholls</p> <p>Non-chronological report: Monster they've created</p>	
<p>Mathematics</p>	<p><b>Maths Mastery</b> Unit 12: Add and subtract 2-digit and 3-digit numbers (5 lessons) Unit 13: Measuring capacity and volume (10 lessons) Unit 14: Mass (5 lessons)</p>	
<p>Science</p>	<p><b>Living things and their habitats</b></p> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>-Can they raise &amp; answer questions about the local environment?</li> <li>-Can they identify differences &amp; similarities between living things (local environment v less familiar habitat)?</li> <li>-Can they sort and classify things (e.g. living, dead, never alive)</li> <li>-Can they record findings in charts?</li> <li>-Can they investigate how they conditions in different habitats impact upon the type of animals/plants that live there?</li> </ul> <p><b>Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>-Can they match familiar living things to the habitats they are found in?</li> <li>-Can they identify that most living things living in habitats to which they are suited?</li> <li>Can they identify how different habitats provide for the needs of different kinds of animals &amp; plants?</li> <li>-Can they describe a range of different habitats?</li> <li>Can they describe what animals need to survive and link this to the habitats they are found in?</li> <li>-Can they explain the differences between living and non-living things?</li> <li>-Can they describe some of the life processes common to plants and animals, including humans?</li> <li>-Can they decide whether something is living, dead or non-living?</li> </ul>	
<p>History (This is not a history unit. To be taught as part of art and science lessons.)</p>	<p><b>Victorians-Significant Individuals</b> (links with Art and Science)</p> <p><i>Possible starting point / stimulus:</i> <i>Pictures of famous Britons past &amp; present</i> <i>Pictures / visit to see a monument to or the home of a famous Briton</i></p> <p><b>Can they research the life of a famous Briton from the past</b> using different resources to help them? (links with Art- William Morris and links with science- Charles Darwin) Can they explain why someone in the past acted in the way they did?</p> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Can they find out something about the past by talking to an older person?</li> <li>Can they raise questions about the lives of significant people in the past?</li> <li>Can they answer questions by using a specific source, such as an information book?</li> <li>Can they compare &amp; contrast the features of the life of famous Britons during the Victorian era with the life of a famous Britain during another time period e.g. Isambard Kingdom Brunel &amp; Sir Christopher Wren?</li> <li>Can they compare &amp; contrast the features of the life of famous Britons during the Victorian era with the life of a famous Britain/celebrity today e.g. the prime minister, David Beckham, J K Rowling?</li> <li>Can they research the life of a famous Briton from the past using different resources to help them?</li> <li>Can they research about a popular event that happens in Britain and why it has been happening for some time?</li> <li>Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</li> </ul>	
<p>Geography</p>	<p>No geography unit.</p>	
<p>e-safety</p>	<p><b>Knowledge &amp; understanding</b></p> <ul style="list-style-type: none"> <li>Can they understand the different methods of communication (e.g. email, online forums etc)?</li> <li>Do they know you should only open email from a known source?</li> <li>Do they know the difference between email and communication systems such as blogs and wikis?</li> <li>Do they know that websites sometimes include pop-ups that take them away from the main site?</li> <li>Do they know that bookmarking is a way to find safe sites again quickly?</li> <li>Can they begin to evaluate websites and know that everything on the internet is not true?</li> <li>Do they know that it is not always possible to copy some text and pictures from the internet?</li> <li>Do they know that personal information should not be shared online?</li> </ul>	

	<p>Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?</p> <p><b>Skills</b></p> <p>Can they follow the school's safer internet rules?</p> <p>Can they use the search engines agreed by the school?</p> <p>Can they act if they find something inappropriate on line or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)?</p> <p>Can they use the internet for learning and communicating with others, making choices when navigating through sites?</p> <p>Can they send and receive email as a class?</p> <p>Can they recognise advertising on websites and learn to ignore it?</p> <p>Can they use a password to access the secure network.</p>
Computing	<p><b>Digital Literacy (Online Safety) – Use Kidsmart. (1 Week)</b></p> <p><b>CS – Purple Mash – 2 Code</b></p>
Religious Education	<p><b>Special Books</b></p> <p>Why are some books more special than others?</p> <p>What holy books are special to us and why?</p> <p>Why is the Bible Special and for whom?</p> <p>What is the Torah and why is it special?</p> <p>Why is the Qu'ran a special book?</p> <p>What the Shrimad Bhagwad an important book?</p> <p>What makes the Guru Granth Sahib a special book?</p> <p>What makes the Tipitaka a special book?</p> <p>What makes me special?</p>
Physical Education	<p><b>Gymnastics-large apparatus</b></p> <ul style="list-style-type: none"> <li>• Can they plan and show a sequence of movements?</li> <li>• Can they use contrast in their sequences?</li> <li>• Are their movements controlled?</li> <li>• Can they think of more than one way to create a sequence which follows a set of 'rules'?</li> <li>• Can they work on their own and with a partner to create a sequence?</li> </ul> <p><b>Coach- Multi-skills</b></p>
Art & Design	<p><b>Mother Nature Designer (William Morris, Georgia O'Keeffe) and Artists' Day (Joan Miro or Julian Trevelyan)</b></p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</li> <li>• Can they use charcoal, pencil and pastels?</li> <li>• Can they create different tones using light and dark?</li> <li>• Can they show patterns and texture in their drawings?</li> <li>• Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>• Can they mix paint to create all the secondary colours?</li> <li>• Can they mix and match colours, predict outcomes?</li> <li>• Can they mix their own brown?</li> <li>• Can they make tints by adding white?</li> <li>• Can they make tones by adding black?</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>• Can they create a print using pressing, rolling, rubbing and stamping?</li> <li>• Can they create a print like a designer?</li> </ul> <p>Sketch book</p> <ul style="list-style-type: none"> <li>• Can they begin to demonstrate their ideas through photographs and in their sketch books?</li> <li>• Can they set out their ideas, using 'annotation' in their sketch books?</li> <li>• Do they keep notes in their sketch books as to how they have changed their work?</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Can they create individual and group collages?</li> <li>• Can they use different kinds of materials on their collage and explain why they have chosen them?</li> </ul> <p>IT</p> <ul style="list-style-type: none"> <li>• IT Can they take different photographs of themselves displaying different moods?</li> <li>• Can they change their photographic images on a computer?</li> </ul> <p>Knowledge</p> <ul style="list-style-type: none"> <li>• Can they link colours to natural and man-made objects?</li> <li>• Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> <li>• Can they create a piece of work in response to another artist's work?</li> </ul>
Design & Technology	<p>No Design &amp; Technology</p>
Music	<p><b>Recorders (Part 3)- Ostinatos and rhythm notes</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>•Do they sing and follow the melody (tune)?</li> <li>•Do they sing accurately at a given pitch?</li> <li>•Can they perform simple patterns and accompaniments keeping a steady pulse?</li> <li>•Can they perform with others?</li> <li>•Can they play simple rhythmic patterns on an instrument?</li> <li>•Can they sing/clap a pulse increasing or decreasing in tempo?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>•Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</li> </ul> <p><b>Composing (including notation)</b></p> <ul style="list-style-type: none"> <li>•Can they order sounds to create a beginning, middle and end?</li> <li>•Can they create music in response to &lt;different starting points&gt;?</li> </ul>

	<ul style="list-style-type: none"> <li>•Can they choose sounds which create an effect?</li> <li>•Can they use symbols to represent sounds?</li> <li>•Can they make connections between notations and musical sounds?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>•Can they use simple structures in a piece of music?</li> <li>•Do they know that phrases are where we breathe in a song?</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>•Can they improve their own work?</li> <li>•Can they listen out for particular things when listening to music?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>•Do they recognise sounds that move by steps and by leaps?</li> </ul>
PHSCE	<p><b>e-safety lesson</b></p> <p><b>Relationships</b></p> <p><b>Families</b> Do they know how to make friends?</p> <p><b>Keeping safe-exploring physical contact</b> Do they try to solve friendship problems when they occur?</p> <p><b>Friends and conflict</b> Can they help others to feel part of a group?</p> <p><b>Secrets</b> Do they show respect in how they treat others?</p> <p><b>Trust and appreciation</b> Do they know how to help themselves and others when they feel upset or hurt?</p> <p><b>Celebrating my special relationships</b> Do they know and show what makes a good relationship?</p>
Enrichment	NB SATs Assessments ongoing