
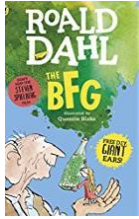
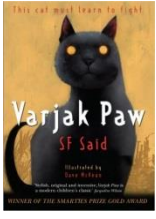


<p>English</p>	<div style="text-align: center;">  <p>The Kelpie</p> <p>Story Plot: Conquering the monster</p> <p>Toolkit Focus: Characterisation</p> <p>The Jabberwocky</p> <p>Newspaper report linked to the capture of the Kelpie</p> </div>	<p>Reading for Enjoyment</p> <div style="display: flex; justify-content: space-around;">   </div>
<p>Mathematics</p>	<ul style="list-style-type: none"> <li>• Maths No Problem</li> <li>• Chapter 1 numbers to 10000</li> <li>• Chapter 2 Addition and Subtraction</li> </ul>	
<p>Science</p>	<p><b>States of Matter</b>  <u>Working scientifically</u>                  -Can they group &amp; classify a variety of different materials using a range of criteria?                  -Can they make observations about the effect of temperature on different substances (avoid observing situations where the effect of temperature changes a substance e.g. baking bread dough)?                  -Can they undertake research to explore the temperatures at which changes of state occur in a range of materials?                  -Can they raise questions relating to the effects of time/environment on solids, liquids &amp; gases e.g. puddles after rain, washing on the line, snowmen...                  -Can they explore ways in which to investigate &amp; find the answers to their questions?  <u>Knowledge &amp; Understanding</u>                  -Can they compare and group materials together, according to whether they are solids, liquids or gases?                  -Can they explain what happens to materials when they are heated or cooled?                  -Can they measure or research the temperature at which different materials change state in degrees Celsius?                  -Can they use measurements to explain changes to the state of water?                  -Can they identify the part that evaporation and condensation has in the water cycle?                  -Can they associate the rate of evaporation with temperature?                  -Can they group and classify a variety of materials according to the impact of temperature on them?                  -Can they explain what happens overtime to materials such as puddles on the playground or washing hanging on a line?                  -Can they relate temperature to change of state of materials?</p>	
<p>History</p>	<p><b>Term 1</b>  <b>Britain's settlement by Anglo-Saxons and Scots</b>                  Possible starting point / stimulus                  History workshop                  Map showing Anglo-saxon kingdoms  <b>This could include these events:</b>                  -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire                  -Scots invasions from Ireland to north Britain (now Scotland)                  -Anglo-Saxon invasions, settlements and kingdoms: place names and village life                  -Anglo-Saxon art and culture                  -Christian conversion –Canterbury, Iona and Lindisfarne  <b>Knowledge and interpretation</b>                  -Can they explain how events from the past have helped shape our lives?                  -Can they compare &amp; contrast their own experience of the world with the experiences of a child living in Britain during the time period being studied? Which era would they prefer to live in &amp; why?                  -Do they appreciate that the food people ate was different because of the availability of different sources of food?                  -Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?                  -Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?                  -Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?                  -Can they recognise that people's way of life in the past was dictated by the work they did?                  -Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?  <b>Historical enquiry</b>                  -Can they raise increasingly complex questions about people's lives and events in the past?                  -Can they research two versions of an event and say how they differ?                  -Can they give more than one reason to support an historical argument?                  -Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?  <b>Chronological understanding</b>                  -Can they place periods of history on a timeline showing periods of time?                  -Can they order artefacts relating to the time period studied and/or order major invasions of the British Isles (without being given the dates)?                  -Can they plot recent history on a timeline using centuries?</p>	
<p>Geography</p>	<p>No Geography</p>	
<p>Computing                  See computing overview</p>	<p><b>Dazzle</b>  <b>Creating Images</b>  <b>Images</b>                  Dazzle)                  Focus Education: Capture images using webcam, screen capture, scanning, visualiser and internet                  Choose images and download in a file                  Download images from camera into files on the computer.                  Copy graphics from a range of sources and paste into a desktop publishing programme.                  NC: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.                  -Can they capture images using webcams, screen capture, scanning, visualiser and internet?                  -Can they choose images and download into a file?                  -Can they download images from the camera into files on the computer?                  -Can they copy graphics from a range of sources and paste into a desktop publishing program?  <b>Challenging</b>                  -Can they use photo editing software to crop photographs and add effects?  <b>E safety Tick off coverage</b>  <b>Knowledge and Understanding</b>                  Do they understand the need for rules to keep them safe when exchanging learning and ideas online?                  -Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?                  -Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?                  -Can they use strategies to verify information, e.g. cross-checking?                  -Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?                  -Do they understand that copyright exists on most digital images, video and recorded music?                  -Do they understand the need to keep personal information and passwords private?                  -Do they understand that if they make personal information available online it may be seen and used by others?                  -Do they know how to respond if asked for personal information or feel unsafe about content of a message?                  -Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy?                  -Do they know how to report an incident of cyber bullying?                  -Do they know the difference between online communication tools used in school and those used at home?                  -Do they understand the need to develop an alias for some public online use?                  -Do they understand that the outcome of internet searches at home may be different than at school?  <b>Skills</b>                  Do they follow the school's safer internet rules?</p>	

	<ul style="list-style-type: none"> <li>-Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?</li> <li>-Can they begin to identify when emails should not be opened and when an attachment may not be safe?</li> <li>-Can they explain how to use email safely?</li> <li>-Can they use different search engines?</li> </ul>
Religious Education	<p><b>What makes me the person I am?</b>  Who or what influences my life?  What things do I care about in the world?  What objects remind me of special times in my life?  What special qualities do I have?</p>
PE	<p><b>Games</b>  <b>Health and fitness</b>  -Can they explain why warming up is important?  -Can they explain why keeping fit is good for their health?</p> <p><b>Acquiring and developing skills</b>  -Can they select and use the most appropriate skills, actions or ideas?  -Can they move and use actions with co-ordination and control?  -Can they make up their own small-sided game?</p> <p><b>Net/wall tennis</b>  -Can they catch with one hand?  -Can they throw and catch accurately?  -Can they hit a ball accurately and with control?  -Can they keep possession of the ball?  -Can they move to find a space when they are not in possession during a game?  -Can they vary tactics and adapt skills according to what is happening?</p> <p><b>Evaluating and improving</b>  Can they explain how their work is similar and different from that of others?  -Can they use their comparison to improve their work?</p> <p><b>Coach – Tag rugby</b>  <b>Acquiring and developing skills</b>  -Can they select and use the most appropriate skills, actions or ideas?  -Can they move and use actions with co-ordination and control?  -Can they make up their own small-sided game?</p> <p><b>Games</b>  -Can they catch with one hand?  -Can they throw and catch accurately?  -Can they keep possession of the ball?  -Can they move to find a space when they are not in possession during a game?  -Can they vary tactics and adapt skills according to what is happening?</p> <p><b>Evaluating and improving</b>  -Can they explain how their work is similar and different from that of others?  -Can they use their comparison to improve their work?</p>
DT	<p><b>Cooking and nutrition- savoury oat biscuits/ cakes/ oat based food</b>  Do they understand the principles of a healthy and varied diet?  Can they prepare and cook a savoury dish using oats?  Can they explain where and how the ingredients are grown?  Do they know what to do to be hygienic and safe?  Have they thought what they can do to present their product in an interesting way?</p>
Music	<p><b>Exploring rhythmic patterns</b>  <b>Performing</b>  -Can they perform a simple part rhythmically?  -Can they sing songs from memory with accurate pitch?  -Can they improvise using repeated patterns?</p> <p><b>Appraising</b>  -Can they explain the place of silence and say what effect it has?</p> <p><b>Challenge</b>  -Can they use selected pitches simultaneously to produce simple harmony?</p>
French	<p><b>Listening and responding</b>  -Do they understand short passages made up of familiar language?  -Do they understand instructions, messages and dialogues within short passages?  -Can they identify and note the main points and give a personal response on a passage?  (Spoken at near normal speed with no interference. May need short sections repeated.)</p> <p><b>Speaking</b>  -Can they have a short conversation where they are saying 2-3 things?  -Can they use short phrases to give a personal response?  (Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.)</p> <p><b>Reading and responding</b>  -Can they read and understand short texts using familiar language?  -Can they identify and note the main points and give a personal response?  -Can they read independently?  -Can they use a bilingual dictionary or glossary to look up new words?</p> <p><b>Writing</b>  -Can they write 2-3 short sentences on &lt;a familiar topic&gt;?  -Can they say what they like and dislike about &lt;a familiar topic&gt;?  (They write short phrases from memory and their spelling is readily understandable.)</p>
PSHE	<p><b>e-safety</b></p> <p><b>Jigsaw-Being Me in My World</b></p> <p><b>Becoming a class 'team'</b> Can we help others to feel welcome?</p> <p><b>Being a school citizen</b> Can we try to make our school community a better place?</p> <p><b>Rights, responsibilities and democracy</b> Can we think about everyone's right to learn?</p> <p><b>Rewards and consequences</b> Do we care about other people's feelings?</p> <p><b>Our learning chartered</b> Can we work well with others?</p> <p><b>Owning our learning charter</b> Do we choose to follow the learning charter?</p>

