


English		Reading for Enjoyment
	<p>Zelda Claw and the Rain Cat – Pie Corbett (adapted using the novel Varjak Paw – must have read Varjak Paw Prior to this term in love of reading)</p> <p>Story Plot: Tale of Fear</p> <p>Toolkit Focus: suspense</p> <p>The Owl and the Pussy Cat</p> <p>Report on missing animal</p>	
Mathematics	<p>Maths No Problem</p> <p>Chapter 12 Geometry</p> <p>Chapter 13 Perimeter and movement</p> <p>Chapter 14 Roman Numerals</p>	
Science	<p>Animals, including humans</p> <p>Working scientifically</p> <ul style="list-style-type: none"> -Can they make comparisons between the teeth of different animals? -Can they suggest reasons for those differences relating this to diet? -Can they find out about the effect of different foods/drink on teeth? -Can they find out how to look after teeth? -Can they suggest ideas about how the digestive system works and explain their ideas using drawings/models <p>Knowledge & Understanding</p> <ul style="list-style-type: none"> -Can they identify and name the basic parts of the digestive system in humans? -Can they describe the simple functions of the basic parts of the digestive system in humans? -Can they identify the simple function of different types of teeth in humans? -Can they compare the teeth of herbivores and carnivores? -Can they explain what a simple food chain shows? -Can they construct and interpret a variety of food chains, identifying producers, predators and prey? -Can they classify living things and non-living things by a number of characteristics that they have thought of? 	
History	No History	
Geography	No geography	
Computing	Scratch Holiday ECARD	
Religious Education	<p>What religions are represented in our neighbourhood?</p> <p>What are the functions of religions buildings and places?</p> <p>What evidence can I find of religions in the neighbourhood?</p> <p>What have we found out about how people express their faith?</p> <p>How are religions similar and different in my neighbourhood?</p>	
Physical Education	<p>Athletics</p> <p>Health and fitness</p> <p>Athletics</p> <ul style="list-style-type: none"> -Can they run over a long distance? -Can they spring over a short distance? -Can they throw in different ways? -Can they hit a target? -Can they jump in different ways? <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> -Can they select and use the most appropriate skills, actions or ideas? -Can they move and use actions with co-ordination and control? <p>Evaluating and improving</p> <ul style="list-style-type: none"> -Can they explain how their work is similar and different from that of others? -Can they use their comparison to improve their work? <p>Coach – basketball</p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> -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>Games</p> <ul style="list-style-type: none"> -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>Evaluating and improving</p>	
Art and Design	No Art and design	
Design and technology	<p>Money Containers</p> <p>Textiles</p> <ul style="list-style-type: none"> -Do they experiment with and combine materials and processes to design and make 3D form? -Can they use early textile and sewing skills as part of a project? -Do they think what the user would want when choosing textiles? -Have they thought about how to make their product strong? -Can they devise a template? -Can they explain how to join things in a different way? <p>Mouldable materials</p> <ul style="list-style-type: none"> -Do they use finishing techniques, showing an awareness of audience? <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> -Can they measure carefully so as to make sure they have not made mistakes? -How have they attempted to make their product strong? <p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> -Can they come up with at least one idea about how to create their product? -Do they take account of the ideas of others when designing? -Can they produce a plan and explain it to others? -Can they suggest some improvements and say what was good and not so good about their original design? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> -Can they tell if their finished product is going to be good quality? -Are they conscience of the need to produce something that will be liked by others? -Can they show a good level of expertise when using a range of tools and equipment? -Do they work at their product even though their original idea might not have worked? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> -Have they thought of how they will check if their design is successful? -Can they begin to explain how they can improve their original design? -Can they evaluate their product, thinking of both appearance and the way it works? -Do they take time to consider how they could have made their idea better? 	
Music	<p>Exploring singing games</p> <p>Performing</p> <ul style="list-style-type: none"> -Can they perform a simple part rhythmically? -Can they sing songs from memory with accurate pitch? -Can they improvise using repeated patterns? <p>Appraising</p> <ul style="list-style-type: none"> -Can they explain the place of silence and say what effect it has? -Can they start to identify the character of a piece of music? <p>Challenge</p> <ul style="list-style-type: none"> -Can they use selected pitches simultaneously to produce simple harmony? 	
French	<p>Listening and responding</p> <ul style="list-style-type: none"> -Do they listen and show understanding of short phrases through physical response? -Do they listen and identify words in songs and rhymes and demonstrate understanding? <p>Speaking</p> <ul style="list-style-type: none"> -Do they ask and answer several simple and familiar questions with a rehearsed response? -Do they use familiar vocabulary to say simple sentences using a language scaffold? -Do they make simple rehearsed statements about themselves, objects and people? -Do they say a simple rhyme from memory? 	

	<p>Do they join in with words of a song or storytelling?</p> <p>Reading and responding</p> <p>Do they read and recognise some letter strings in familiar words and pronounce when modelled and observing silent letter rules?</p> <p>Do they read and show understanding of simple familiar phrases and short sentences?</p> <p>Do they use context to predict the meaning of new words?</p> <p>Do they use a bi-lingual dictionary to find the meaning of individual words?</p> <p>Writing</p> <p>Do they write and say a more complex sentence to describe people, places, things and actions using a language scaffold?</p> <p>Do they write simple familiar short phrases from memory with understandable accuracy?</p> <p>Grammar</p> <p>Do they demonstrate understanding /use of nouns/plurals/1st & 2nd person regular present verbs/adjective position?</p>
PSHE	<p>e-safety lesson</p> <p>Changing Me! (including sex education)</p> <p>Unique me Do they understand that everyone is unique and special?</p> <p>Having a baby Can they express how they feel when change happens?</p> <p>Girls and puberty Do they understand and respect the changes that they see in themselves?</p> <p>Circles of change Do they understand and respect the changes that they see in other people?</p> <p>Accepting change Do they know who to ask for help if they are worried about change?</p> <p>Looking ahead Are they looking forward to change?</p>
Enrichment	<ul style="list-style-type: none"> • Cultural Week - Carnival • Sports Days • Paradise Park Wildlife Park • Ark in the Park