

LRR

- To predict what might happen on the basis of what has been read so far.
- To discuss and clarify the meaning of words, linking new meanings to known vocabulary
- 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 explain and discuss their understanding of books that they listen to.
- To discuss the sequence of events.
- To draw on what they already know when participating in discussion about books that are read to them, taking turns and listening to what others say.

ENGLISH

Toys in Space
Katie Morag
Beegu
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

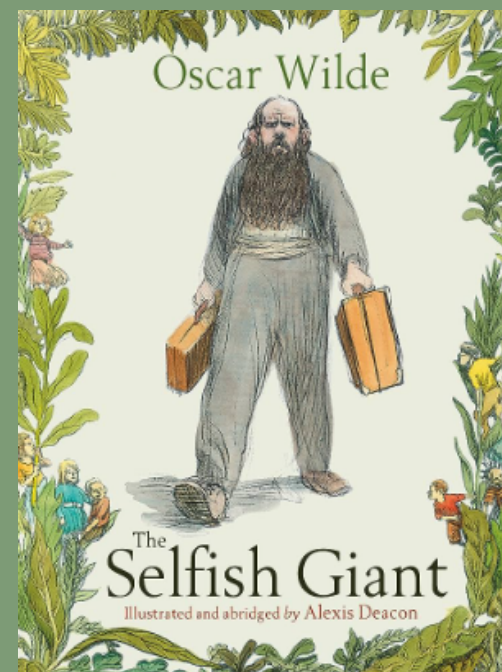
- To identify and classify.
- To use observations and ideas to suggest answers to questions
- To be able to ask simple questions and recognise that they can be answered in different ways.
- To gather and record data to help in answering questions.
- To begin to discuss my ideas about how to find things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

Key Question - What do living things need to do to survive?



MATHS

- Week 1 - Number and Place Value
- Week 2 - Number and Place Value
- Week 3 - Number and Place Value
- Week 4 - Addition and Subtraction to 20
- Week 5 - Addition and Subtraction to 20
- Week 6 - Geometry
- Week 7 - Multiplication and Division
- Week 8 - Addition and Subtraction to 50



HISTORY

- 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.
- Trip to Cosford to learn about the different types of aircrafts.
- 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 Apollo 11 mission.



RE-JUDAISM

- Lesson 1: To reflect on a time I was kind
- Lesson 2: To re tell the story of the good Samaritan.
- Lesson 3: To creatively reproduce the story of the good Samaritan.
- Lesson 4: To develop skills to help me overcome unkindness from others
- Lesson 5: To reflect on how I can be kind to my peers.
- Lesson 6: Key Question: Is it possible to be kind to everyone all the time?

PSHE

- Week 1: Hopes and Fears for the year
- Week 2: Rights and responsibilities
- Week 3: Rewards and consequences
- Week 4: Rewards and consequences
- Week 5: Our learning charter
- Week 6: Owning our learning charter



ICT

- 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 us safe online.

DESIGN AND 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.