

LRR

To listen to and perform a range of narrative poems.

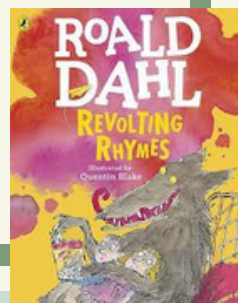
To recognise the features of a narrative poem through discussion with an adult or their peers.

To identify themes and conventions that arise within a text.

To discuss words and phrases that capture the reader's interest and imagination.

To begin to identify patterns of rhyme in a narrative poem, including rhyming couplets.

To prepare poems to read aloud and to perform, showing understanding through pace, intonation, tone, volume, and action.



RE

I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me.

ENGLISH

To draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.

To organise paragraphs around a theme. To plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.

To evaluate by assessing the effectiveness of their own and others' writing and suggesting improvements.

To use fronted adverbials with a comma; indicate possession by using the possessive apostrophe with plural nouns.

To use conjunctions, adverbs & prepositions to express time & cause; extend range of sentences with more than one clause (when, if, because, although).

MATHS

Week 1 - Geometry. To compare angles, to find right angles, and to understand parallel and perpendicular lines.

Week 2 - Fractions - To compare and order unit and non-unit fractions, To understand the denominators and numerators, as well as the whole.

Week 3 - Fractions - Fractions and equivalent fractions on a numberline.

Week 4 - Assessment Week

Week 5 - Addition and Subtraction - Adding and subtracting numbers across 100

Week 6 - Addition and Subtraction - Complements to 100

Week 7 - Statistics - Draw and interpret pictograms and bar charts.

PE

Week 1 - To translate ideas from a stimuli into movement with support.

Week 2 - To translate ideas from a stimuli into movement with support.

Week 3 - To begin to improvise both independently and with a partner to create a simple dance.

Week 4 - To begin to improvise both independently and with a partner to create a simple dance.

Week 5 - To begin to compare and adapt movements and motifs to create longer sequence.

Week 6 - To begin to compare and adapt movements and motifs to create longer sequence.

Week 7 - To reflect on own routine and use simple dance vocabulary to describe it.

GERMAN

I can say some colours linked to Autumn and Bonfire Night.

I can remember and use colours linked to Autumn.

I can say and read some days of the week.

I can remember days and learn some months of the year.

I can understand, say and try to write some months of the year.



MUSIC

To know how to play B A and G on a recorder.

To know how to play F on recorders.

To know what F looks like on a stave.

To know how to play E on recorders

To know what E looks like on a stave.

To know how to play D on recorders

To know what D looks like on a stave.

To know how to play C on recorders

To know what C looks like on a stave.

To know how to play a song on a recorder using the notes D, E, F.

To know how to perform 'Jingle Bells' on recorder.

GEOGRAPHY

1. To know where Europe is and identify/ locate countries in Europe.

2. To know key features of the continent of Europe.

3. To know some of the human features of a European Country.

4. To know some of the physical features of a European Country.

5. To know the major cities of Europe.

To know the similarities and differences between two European Capital Cities



SCIENCE

To recognise that they need light in order to see things and that dark is the absence of light and recognize that light from the sun can be dangerous and that there are ways to protect their eyes (share what they know)

To notice that light is reflected from surfaces (distinguished between light sources and light reflectors)

To gather, record, classify and presenting data in a variety of ways. To recognise that shadows are formed when the light from a light source is blocked by a solid object. To set up simple practical enquiries, comparative and fair tests. What materials can produce shadows effectively?

To recognise that shadows are formed when the light from a light source is blocked by a solid object (sort materials into groups transparent, translucent or opaque).

To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. To recognise that shadows are formed when the light from a light source is blocked by a solid object. (learn that shadows are similar in shape to the objects forming them).

To set up simple practical enquiries, comparative and fair tests. Can we change the size of shadows? To find patterns in the way that the size of shadows change.

To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. To find patterns in the way that the size of shadows change.

To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

PSHE- BEING ME IN MY WORLD

Families and their differences

Family conflict and how to manage it (child-centred)

Witnessing bullying and how to solve it

Recognising how words can be hurtful

Giving and receiving compliments

I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.

I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation.

e.g Solve It together or asking for help

ICT

To know how digital devices can change the way we work.

To know how a computer network can be used to share information.

To know how digital devices can be connected.

To know the physical components of a network.

To know that animation is a sequence of drawings or photograph.

To relate animated movement with a sequence of images.

To plan an animation.

DT

To know how Jamie Oliver has created ground breaking products and recipes.

To know how to create a healthy sandwich that covers the different food groups.

To know how to design a product using a labelled sketch with description.

To know which product is best for grating, and use this accurately.

To know how to use the claw grip on a knife accurately.

To know how to use peelers accurately.

To know how to assemble a sandwich, matching an original design.

To know how to refer back to design criteria when evaluating a product.