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| **ENGLISH** | **MATHS** | **SCIENCE** | **RE** |
| **Fiction, Non-Fiction and Poetry-** see medium term planning  **Reading –**Children will read one to one with and adult and also part of a guided reading group weekly. They will read a range of books and have a particular focus during each guided reading session.  **Big Writing** – develop beginnings to stories, middles and endings. Improve the use of expanded nouns. To develop writing different styles e.g. diary entries, recounts, poetry, letters and descriptions.  **Grammar, Punctuation** – on going revision and consolidation of capital letters, full stops, commas, question marks, exclamation marks etc.  **Weekly spellings** – to develop children’s store of vocabulary. Each week follows a different spelling pattern. Common exception words to be tested also.  **Handwriting** – exercises to practise and improve letter formation, presentation. We will focus on writing words which we have been studying for our spelling focus. | **Maths** – see medium term planning  **Mental maths** – additional weekly tests to develop children’s mental ability for rapid recall and problem solving. Include investigative work at least every 2 weeks.  **Tables Test**- 2, 5 and 10 times tables will be tested weekly. Those who are secure to move onto the 3 and 4. | **Plants (Spring 1)**  In our plants topic the children will identify and name a variety of common plants, describe the basic structure of a variety of common plants, observe and describe how seeds and bulbs grow into mature plants and the types of weather conditions needed.  **Living things and habitats**  **(Spring 2)**  In this topic the children will developing on a range of skills both inside and outdoors. They will be finding, observing and classifying living and non-living things.    **Working Scientifically:**   * Ask relevant questions; use different types of scientific enquiries to answer them. * Set up simple practical enquiries, comparative and fair tests. * Identify differences, similarities or changes related to simple scientific ideas and processes. * Make systematic and careful observations and, where appropriate, take accurate measurements using standard units; use a range of equipment, including thermometers and data loggers. * Record findings use simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. * Report on findings from enquiries, including oral and written explanations, displays or presentation of results and conclusions. | **Jesus at prayer:**  See separate planning  **Lent to Easter:**  See separate planning |
| **HUMANITIES** | **ICT** | **D&T /ART** | **PE** |
| **History-**  **Geography -Climate**  To identify what climate and weather means.  To know the difference between climate and weather.  To know how weather and climate are linked.  To identify weather that occurs within the UK.  To observe changes across the four seasons.  To describe weather associated with the seasons and how day length varies.  To locate continents, countries and oceans of the world accurately.  To understand key features of the continents of the world.  To understand the location of hot and cold areas of the world;  To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.  **Key points for discussion:** · What is weather?· What is climate?· How is our climate changing?· Which is the ideal climate for humans to live in?· What challenges does climate change pose for the future of these climate zones?  \*The Chris Quigley planning gives the children the opportunity to think deeply, asking deeper thinking questions in relation to the topic. This means they are making links between other subjects such as plants and living things and Habitats.  (**Link with Literacy, ICT, Art and D&T)** | **ICT :**  **Create a power point**  To learn how to open and save a power point  To learn to add images and animations  To learn to add text  **Routes: controlling a floor turtle – inputting instructions**  To know that control devices must be programmed and hat they follow instructions that contain numerical data.  To use the appropriate keys to make the floor turtle go forwards, backwards, left and right.  To know that instructions can be sequenced for more complicated tasks.  To enter a sequence of instructions.  To know that instructions can be repeated.  To use the repeat key produce symmetrical shapes.  To know that devices that carry out repeated actions follow stored instructions. | **Art:**  George Serat- using the technique of pointillism to recreate famous artwork.  **D&T**  **Healthy Eating**  Select from and use a range of ingredients according to their properties.  Select from and use a range of tools and equipment to perform practical tasks.  Design purposeful, functional, appealing products for themselves and other users based on a design criteria.  Evaluate their ideas and products against a design criteria. | **PE**  1 x 45 minute lesson taught by PE instructors from non-stop action.  1 x 45 minute lesson taught by cricket coaches |
| **PSHE/ CITIZENSHIP & S&R EDUCATION:**  **SEAL Scheme:**  **Going for Goals**  In this theme, children will learn:  I can tell you some of the things I am good at.  I can tell you how I learn best.  I can set a goal and reach that goal.  I can keep going when I find things hard.  I can celebrate or reward myself for reaching my goal.  **Good to be Me:**  In this theme, children will learn:  Children to learn to be proud of themselves.  Children to learn to make other people feel proud.  Children to use problem solving process.  Chn to learn to recognise when they are feeling sad or anxious.  Children to explain ways of helping themselves of other worrying. | | | |
| **MUSIC:**  Chn will learn how to follow pitch movement with hands and use high, low and middle voices; move up or down following changes in pitch; sing a melody accurately at pitch; recognise that symbols can represent sound, perform different pitches on percussion instruments; recognise simple patterns repeated at different pitches; create and choose sounds in response to a given stimulus. | | | |