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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. Research stories by the same author. To develop writing different styles e.g. diary entries, recounts, poetry, letters and descriptions. To incorporate the main literacy theme for the week.  **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. Spelling patterns will be taught as part of literacy lessons. Children who are due to re-take the PSC in June will be taught further phonics in small groups.  **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, including related division facts. Those who are secure can move onto the 3 and 4x tables. | **Animals including Humans:**  Notice that animals, including humans, have offspring which grow into adults  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  Asking simple questions and recognising that they can be answered in different ways  Observing closely, using simple equipment  Performing simple tests  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions  **Inventors:**  In this topic chn will learn:   * To understand how key events and people help to shape the world. * To understand the importance of certain inventions to the world. * To write instructions for making a mountain bike * To design a rollercoaster ride * To write a fact file about Sir James Dyson, or an inventor of colour.   **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. | **From Easter to Pentecost:**  We will discuss the resurrection of Jesus and make links to belief in the resurrection found in Luke’s account. We will also learn about Caritas Westminster an organisation underpinned by Catholic Social Teaching and they work they do to help others.  See separate planning for details.  **Discipleship :**  This topic will enable the chn to explore the characteristics of a disciple and how we are like disciples in our everyday life. See separate planning for details. |
| **TOPIC/HUMAITIES** | **ICT** | **D&T /ART** | **PE** |
| **History:**  For the first four weeks of the half term, children will learn about Queen Victoria and her reign. Specifically, they will know who Queen Victoria was and why she is a significant person. They will learn how Queen Victoria changed the role of the monarchy, and about the Victoria and Albert Museum.  Time permitting, they will learn about ‘The Great Exhibition’  The next three (3) weeks will be about Marie Curie and what she has contributed to science and society.  **Geography**  Children will begin by revising the names and locations of the world’s seven continents and five oceans and to locate Australia. They will use world maps, atlases and globes to identify the countries studied at this key stage and locate Australia. Children will then move onto devising simple maps in the context of Australia. They will learn about geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country, Australia.  Throughout the topic children will use basic geographical vocabulary to refer to key physical and human features in the context of Australia.  Also to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.  (**Links with Literacy, Art and D&T)** | **ICT :**  This term we will be focussing on computational thinking and computer programming. Children will learn how programs respond to different sorts of inputs and they will be writing computer code for a simple game where buttons are used to move objects around. | **Art and DT:**  We will link our Art and DT lessons to our history and geography topics. The children will use a range of resources to complete art and DT work based on this topic.  **Art:**  The children will study surrealism, including the life and work of artists Joan Miro, Jaume Plensa and Salvador Dali. The children will learn about their work and try to recreate some of their famous pieces and techniques.  **D&T:**  **(Links to Literacy, Humanities and Science topics)**  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**:  Lessons will focus on ‘athletics’ and taught by PE instructors from non-stop action Athletics. |
| **PSHE/ CITIZENSHIP & S&R EDUCATION:**  **SEAL Scheme:**  **Relationships**  In this theme, children will learn:   * **to recognise when they are cared for and when they care** * **to understand when people leave they might still love them** * **to understand that people have to make hard choices and sometimes they have no choice** * **to learn to talk about their feelings** * **to learn to share someone that is important to them**   **Changes:**  In this theme, children will learn:   * to cope with unexpected change * to learn skills to help them get better at their learning * to understand how to change their behaviour for the better * to make the best of an unwelcome change | | | |
| **MUSIC:**  Because of the current covid pandemic, children are still not encouraged to sing in school, so for the meanwhile they will not be partaking in any music lessons. | | | |