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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  This term we will be focusing on the following:  • Place Value  • Addition  • Subtraction  • Multiplication and division  **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 to begin. We will move on to also include 3s once covered in class | **Materials**  Our topic this term is *Materials.* Children will learn about different materials and learn to discuss and describe their properties and how they are used in the environment around them. We will continue to use ‘Science Ninja’ in science where the children work towards achieving stickers for different methods of enquiry.  **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. | **Beginning with the Church**  **Children will look at:**  What is the Church?  How does the Church welcome and sustain its members?  How do other religious communities initiate their members?  Children will be able to give reasons for religious signs, symbols, words and phrases related to the Sacraments of Initiation and use religious terms to show an understanding of the Sacraments of Initiation  **Advent and Christmas:**  **In this unit, the children will:**  Learn about Lectio Divina.  Explain some of the signs and symbols used in the Church during Advent.  Explaining the significance of Jesus’ birth for us Christians.  Look at how Christmas is celebrated around the world,  **Judaism:**  The children will spend a week exploring the Jewish faith. They will be understanding the roots of the religion and any similarities it has with Christianity. They will be looking at how the Torah is essential in the lives of the Jewish people and which days are regarded as special or holy |
| **HUMANITIES** | **ICT** | **D&T /ART** | **PE** |
| **History:**  In History we will be learning about *Neil Armstrong and the moon landings* which includes the 1960’s space race*.* In Geography we will focus on *The World* including *Continents and Oceans.*  (**Link with Literacy, Art and D&T)** | **ICT :**  In ICT we will be looking at *Communication Using Text and Creating Pictures* based on our topic Explorers.Children will learn how to type out sentences about aliens and Explorers and sequencing their lives and accomplishments. | **Art and DT:**  In Art we will be learning different art skills*.* The children will be sketching, painting, using pastels and drawing from observation. Our topic this half term is ‘The Starry Night’ where the children will learn about contrasting colours such as dark and light colours.  **D&T**  **Mechanisms: Making a moving monster**  Pupils who are secure will be able to:  • Identify the correct terms for levers, linkages and pivots.  • Analyse popular toys with the correct terminology.  • Create functional linkages that produce the desired input and output motions.  • Design monsters suitable for children, which satisfy most of the design criteria.  • Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design.  • Select and assemble materials to create their planned monster features.  • Assemble the monster to their linkages without affecting their functionality | **PE**:  2 x 45 minute sessions, taught by a specialist coach from Non-Stop Action. |
| **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.  **PSHE- Following TenTen Life to the Full**  KS1 Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships. | | | |