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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 an 4. | **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.   **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.  **The Kingdom of God :**  This topic will enable the children to recognise a parable and develop their understanding of a parable. They will learn about key individuals who had a dream for the world and lived to bring it about. See separate planning for details. |
| **HUMANITIES** | **ICT** | **D&T /ART** | **PE** |
| **History:**  **Geography**  **Sensational Safari**  Children will begin by revising the names and locations of the world’s seven continents and five oceans and to locate Kenya. They will use world maps, atlases and globes to identify the countries studied at this key stage and locate Africa (Kenya). Children will then move onto devising simple maps in the context of Africa (Kenya). 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, Kenya.  Throughout the topic children will use basic geographical vocabulary to refer to key physical and human features in the context of Africa.  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 in the context of national park/ safari maps.  (**Link with Literacy, Art and D&T)** | **ICT :**  In ICT our topics will be **‘Using the Internet’** and **‘Computer Art.’**  **‘Using the Internet’** introduces children to using the Internet safely and with a purpose. Children are shown how to search the Internet using one word; how to make sense of the returned results; how to use “for kids” to return more suitable results and how to follow links and return to the search results. Children are encouraged to use a range of search engines, including Google, Bing and Yahoo, and some more child-friendly engines like Kidrex. (Note: many of the child-friendly searches use Google.)  The **‘Computer Painting’** unit will support progression within the KS1 Computing curriculum. The children will have the opportunity to learn about reproducing the painting styles of great artists using computer programs. Each lesson focuses upon a different artist and their particular style. The children will use this as inspiration for mastering specific techniques within design-based software. | **Art and DT:**  We will link our Art and DT lessons to our geography topic Sensational Safari. The children will use a range of resources to complete art and DT work based on this topic.  **Art:**  The children will also learn about the life and work of the artist George Seurat. George Seurat was a French painter who created a new painting technique called ‘pointillism.’ The children will learn about his work and try and recreate some of his famous paintings using the pointillism technique.  **D&T:**  **Sensational Safari D& T work**  **Healthy Eating (Links to Science topic Animals including Humans)**  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 Athletics focused.  1 x 45 minute lesson taught by teacher. |
| **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:**  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. | | | |