

<p align="center">English</p> <p><u>Fiction: Letter writing</u> We will be writing a formal letter. We will continue to work on sentence writing with capital letters, accurate punctuation and fingers spaces.</p> <p><u>Non-Fiction: Non-chronological report</u> We will link our non-chronological report to our science work on seasons and weather.</p> <p><u>Poetry: Rhyme</u> We will explore the features of poetry and write our own rhyming poem.</p> <p><u>Handwriting:</u> We will continuously practise letter formation, both lower case and upper case.</p> <p>Our class novel will be <i>The First Hippo on the Moon</i> by David Walliams.</p>	<p align="center">Mathematics</p> <p>This term, we will be continuing to explore place value but extend this up to 50. The children will begin to look at addition and subtraction using practical equipment. In the second half of the term, the children will explore length and height, weight and volume. Once again, activities will be predominately hands on practical experiences for the children. They will begin to see the relationship between the main operations and measures.</p> <p><u>Number formation:</u> We will continuously practice this daily.</p> <p><u>Counting and Times Tables:</u> This will be practised daily.</p>	<p align="center">PSHE</p> <p align="center">Jigsaw: Dreams and Goals</p> <p>Within this unit, the children will explore the challenges and successes we have in life. The children will consider feelings and emotions, like being proud.</p> <hr/> <p align="center">Computing: Walking with dinosaurs</p> <p>By the end of this project, children will fully understand the term algorithm and will be able to use a simple app on an iPad to reinforce this learning.</p>
<p align="center">Geography: The UK</p> <p>During this unit children will be introduced to the name, location and characteristics of the four countries and capital cities of the United Kingdom. They will look at the formation of the Union Jack and identify it as the flag of the United Kingdom. They will look at physical and human features of the countries within the UK and will use maps to identify coastlines, hills, rivers, lakes, towns and cities. They will identify seasonal and daily weather patterns in the UK. Children will use maps and atlases to locate the United Kingdom and will recognise the location of the countries within the UK.</p>	<p align="center">Religious Education</p> <p align="center">What makes some places sacred?</p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about places of worship for Christians and either Jewish people or Muslims.</p> <p>Pupils will have the opportunity to act as detectives answering their own questions about places of worship, what they are used for and their significance in the local community.</p>	<p align="center">Science: Seasons and Weather</p> <p>In this unit children will learn to recognise seasonal and daily changes in the weather. They will learn that our seasons are caused by the tilt of the Earth. This knowledge will be revisited in Year 2 Astronomy. Children will learn that meteorologists are scientists who study and predict the weather. They will learn that weather forecasts help people to prepare for different kinds of weather. They will study clouds and will find out about three different types of cloud and the weather they bring; cirrus, cumulus and stratus.</p>
<p align="center">Physical Education: Multi-skills</p> <p>Within this unit, the children will develop a range of skills: movement, balance, throwing, catching, coordination and ball skills (sending and receiving).</p>	<p align="center">Music: In the Groove</p> <p>In <i>The Groove</i> is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of <i>In The Groove</i>.</p>	<p align="center">Art: Architecture</p> <p>This unit introduces children to the art of designing buildings. It uses famous London landmarks (St Paul's Cathedral, Westminster Abbey and The Houses of Parliament) to explore definitions for architecture and architects. Children become visually familiar with these buildings by producing line drawings of them. This draws on the children's knowledge of line from the previous unit, emphasising the importance of observation and recreating detail.</p> <p align="center">DT: Mechanisms</p> <p>Children will design, make and evaluate a mechanisms product.</p>
<p align="center">Phonics</p> <p>This half term, the children will work on phase 5. Children entering Phase Five are able to read and spell words containing adjacent consonants and some polysyllabic words. The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling.</p>		