

<p style="text-align: center;">English</p> <p><u>Fiction: Story writing</u> We will write our own stories. We will continue to work on sentence writing with capital letters and full stops.</p> <p><u>Non-Fiction: Non-chronological report</u> We will link our non-chronological report to our science work on planet Earth.</p> <p><u>Poetry: Repeating</u> We will explore the features of poetry and write our own repeating 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 There's a dragon in your book by Tom Fletcher.</p>	<p style="text-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 practise this daily.</p> <p><u>Counting and Times Tables:</u> This will be practised daily.</p>	<p style="text-align: center;">PSHE Jigsaw: Healthy Me</p> <p>Within this unit, the children will look at how to keep our bodies healthy and fit. The children will focus on teeth hygiene.</p>
<p style="text-align: center;">History: Kings and Queens</p> <p>This unit provides the foundation for understanding the changing power of the monarchy in Britain, looking at the transition from the autocratic and unlimited power of early monarchs to the limited constitutional role of contemporary British monarchs. Understanding this is integral to understanding modern society and politics. This unit supports children's understanding of the past, focusing first on changes within living memory with the present-day monarch and her coronation- Queen Elizabeth II, before exploring the lives of other kings and leaders chronologically.</p>	<p style="text-align: center;">Religious Education How and why do we celebrate special and sacred times?</p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Easter and Pesach (Passover) and/or Eid-ul- Fitr. Through art, drama and music the significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations.</p>	<p style="text-align: center;">Science: Taking care of the Earth</p> <p>This unit has been included in our curriculum in addition to the national curriculum content. Within this unit we included knowledge that, over time, builds understanding of concepts such as recycling and sustainability. We feel that our KS1 pupils should be introduced to this knowledge, in addition to the rest of their science curriculum, in order to build awareness of local and global issues relating to human interaction with the environment. They will be introduced to the concept of renewable and non-renewable resources.</p>
<p style="text-align: center;">Physical Education: Invasion / Dance</p> <p><u>Dance:</u> This unit based on the seasons will provide your children with varied dance experience and will develop their understanding of dance terminology such as mirroring, improvisation, canon and unison.</p> <p><u>Invasion:</u> The children will play a range of invasion games, thinking about skill and tactics.</p>	<p style="text-align: center;">Music: Round and Round</p> <p>All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p style="text-align: center;">Art: Style in Art / Narrative Art</p> <p>This unit introduces two separate subject areas within one unit: style in art and narrative art. There are four lessons on style and two lessons on narrative art. Style is introduced at this early stage in the curriculum as it is a central concept in art. It is defined as 'how a piece of art looks' and this is explored by reference to particular paintings techniques: pointillism used by Seurat and short brushstrokes used by Van Gogh.</p> <p style="text-align: center;">DT: Mechanisms</p> <p>Children will design, make and evaluate a mechanisms product.</p>

Phonics

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.

