

<p align="center"><b>English</b></p> <p><u>Fiction: Letter</u> We will write an informal and formal letter. 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 materials and magnets.</p> <p><u>Poetry: Kennings</u> We will explore the features of poetry and write our own kennings 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 The Dinosaur that pooped the bed by Tom Fletcher and Dougie Poynter.</p>	<p align="center"><b>Mathematics</b></p> <p>This term, we will extend our knowledge of place value up to 100. The children will explore multiplication and division and the relationship between the two. They will also learn about fractions, money and time. All of this learning will be practised using lots of practical resources.</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"><b>PSHE</b> <b>Jigsaw: Changing Me</b></p> <p>Within this unit, the children will discuss and locate different body parts, using the correct terminology.</p> <hr/> <p align="center"><b>Computing: Pictures tell a thousand words</b></p> <p>This project will teach children about the main functions and buttons of a digital camera as well as about different shots. Children will see how important images can be by looking at well-known picture books such as The Snowman.</p>
<p><b>History: Parliament and Prime Ministers</b> This unit builds on from the Kings and Queens and introduces children to some significant events that took place in the past which helped to shape the role of the Prime Minister and parliamentary democracy in Britain today. This includes the ‘Glorious Revolution’ of 1688, the introduction of the Bill of Rights and the first Prime Minister. As well as learning about the changing role of parliament and the introduction of the office of Prime Minister, the children will also learn about what parliament and the Prime Minister do today. This includes looking at changes in living memory, such as the change in government/ Prime Minister/ local MP.</p>	<p align="center"><b>Religious Education</b> <b>What does it mean to belong to a faith community?</b></p> <p>This investigation enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community. They will learn about ways babies are welcomed in religions and the promises made at weddings. They will think about their own network of belonging and how we all belong to someone.</p>	<p><b>Science: Materials and Magnets</b> This unit is an introduction to every day materials and their properties. In this unit pupils will learn to distinguish everyday objects from the material they are made from. They will recognise everyday materials such as wood, plastic, glass, metal and rock. They will become familiar with key vocabulary used to describe everyday materials, such as soft, hard, flexible, strong, opaque and transparent. They will compare and group together materials based on their properties. Pupils will begin to understand that scientists and engineers study the properties of materials before making decisions.</p>
<p align="center"><b>Physical Education:</b> <b>Net/Wall and Striking / Fielding Games</b></p> <p>Within this unit, the children will develop balance, agility and co-ordination as well as skill and tactics and apply these within a range of net/wall and striking/ fielding games.</p>	<p align="center"><b>Music: Review and Revisit</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>	<p align="center"><b>Art: Sculpture</b></p> <p>This unit introduces children to 3D art. Children are likely to be aware of sculpture through statues they have seen in public spaces. From this starting point lesson 1 defines sculpture and sculptor by comparing Degas’ drawings and sculptures of ballerinas. It considers the different materials that can be used to make sculptures, using the work of Myung nam am and Kim Lim to distinguish between the process of building-up and carving away.</p> <p align="center"><b>DT: Food and nutrition</b></p> <p>Children will design, make and evaluate a food product.</p>
<p align="center"><b>Phonics</b></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>		