|  |  |
| --- | --- |
| **Maths**  • Count in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forward and backward. • Compare and order numbers from 0 up to 100; use <, > and = signs. • Solve one-step (two-step at greater depth) problems involving multiplication and division. • Use known multiplication facts to check the accuracy of calculations. • Recognise odd and even numbers. • Use multiplication and division facts to solve problems. | **Writing**  • Write, review and improve. • Use well-chosen adjectives to add detail.  • Use adverbs for extra detail. • Group related information. • Join sentences with conjunctions and connectives. • Vary the way sentences begin.  • Add suffixes to spell longer words (-ment, -ness, -ful and -less). • Use the possessive apostrophe. (singular) (for example, the girl's book) • Read aloud writing with some intonation. |
| **Geography**  • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | **Reading**  • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Infer what characters are like from actions.  • Discuss favourite words and phrases |
| **Science**  • Observe closely, using simple equipment. • Perform simple tests. • Gather and record data to help in answering questions. • Distinguish between an object and the material from which it is made. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. | **PHSCE**  • Think about and learn from experiences, to recognise and celebrate strengths and set simple but challenging goals. • Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). |
| **Languages**  • Read out loud everyday words and phrases. • Use phonic (or logographic in Mandarin) knowledge to read words. • Write one or two short sentences. • Understand a range of spoken phrases. • Identify countries and communities where the language is spoken. | **Art**  • Respond to ideas and starting points. • Sort and arrange materials. • Join materials using glue and/or a stitch. |
| **Religious Education**  • Describe some of the teachings of a religion. • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. | **Design Technology**  • Cut materials safely using tools provided. • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). |
| **Forest Skills**  • Arrive properly equipped for outdoor and adventurous activity. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. | **Computing**  • Control motion by specifying the number of steps to travel, direction and turn. • Specify user inputs (such as clicks) to control events. • Specify the nature of events (such as a single event or a loop). |
| **PE – with Mrs Burroughs**  • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. | **Music**  • Follow instructions on how and when to sing or play an instrument. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Create short, musical patterns. • Recognise changes in timbre, dynamics and pitch |

**Whatever the Weather**

Can you write a thank you letter, a report and a poem?

English



Can you program and simulate the effects of different weather using Scratch?

***Computing/Science/Maths***

Can you design and sew some weather appropriate clothing?

***Maths/DT/Art and Design***

Can you write and present a UK weather report?

***Reading/Writing/Geography***

Can you demonstrate your understanding the water cycle and understand why some countries have droughts?

***Maths/History***

Time to Shine