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 | **Follow the Stars**Image result for starsImage result for stars | **Spring 1 2019** |
| **Writing** | **Reading** | **Mathematics** | **Science** |
| • Use the main features of a type of writing (identified in reading).• Use techniques used by authors to create characters and settings.• Plan, write, edit and improve. • Create characters, settings and plots.• Organise paragraphs around a theme.• Write sentences that include:      • conjunctions      • adverbs      • direct speech, punctuated correctly      • clauses      • adverbial phrases.• Join letters, deciding which letters are best left un-joined.• Spell homophones correctly.    • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  | • Read further exception words, noting the spellings.• Draw inferences from reading.• Predict from details stated and implied.• Recall and summarise main ideas.• Discuss words and phrases that capture the imagination.• Prepare poems and plays to read aloud with expression, volume, tone and intonation.• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).• Identify how language, structure and presentation contribute to meaning. | • Find 1000 more or less than a given number.• Solve number and practical problems with increasingly large positive numbers.• Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects).• Recall multiplication and division facts for multiplication tables up to 12 × 12.• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.• Find the area of rectilinear shapes by counting squares. | • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.• Gather, record, classify and present data in a variety of ways to help in answering questions.• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.• Identify that humans and some animals have skeletons and muscles for support, protection and movement.• Describe the simple functions of the basic parts of the digestive system in humans.• Identify the different types of teeth in humans and their simple functions.• Describe the movement of the Earth relative to the Sun in the solar system.• Describe the movement of the Moon relative to the Earth. |
| **Computing** | **Geography** | **History** | **Physical Education** |
| • Use specified screen coordinates to control movement.• Set the appearance of objects and create sequences of changes.• Create and edit sounds. Control when they are heard, their volume, duration and rests.• Specify conditions to trigger events.• Use IF THEN conditions to control events or objects. | • Ask and answer geographical questions about the physical and human characteristics of a location.• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.• Use a range of resources to identify the key physical and human features of a location. • Describe how the locality of the school has changed over time.  | • Use evidence to ask questions and find answers to questions about the past.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | • Plan, perform and repeat sequences.• Refine movements into sequences.• Create dances and movements that convey a definite idea.• Swim between 25 and 50 metres unaided.• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.• Coordinate leg and arm movements.• Show an ability to both lead and form part of a team. |
| **Art and Design** | **Design and Technology** | **Music** | **Languages** |
| • Develop ideas from starting points throughout the curriculum• Collect information, sketches and resources.• Comment on artworks using visual language.• Mix colours effectively.• Use watercolour paint to produce washes for backgrounds then add detail.• Experiment with creating mood with colour.• Use basic cross stitch and back stitch. | • Cut materials accurately and safely by selecting appropriate tools.• Select the most appropriate techniques to decorate textiles.• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).• Improve upon existing designs, giving reasons for choices.• Disassemble products to understand how they work. | • Play notes on an instrument with care so that they are clear.• Create accompaniments for tunes.• Evaluate music using musical vocabulary to identify areas of likes and dislikes. | • Express personal experiences and responses.• Write short phrases from memory with spelling that is readily understandable.• Take part in discussions and tasks.• Demonstrate a growing vocabulary. |
| **PHSCE** | **Religious Education** | **Forest Based Learning** |   |
| • Identify what positively and negatively affects their physical, mental and emotional health (including the media).• Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.• Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. | Islam LifestylesAre there any similarities in the teachings of the Qur’an to those of Jesus? (NCC)GOSPELSWhat kind of world did Jesus want to live in?(Understanding Christianity) | • Show an ability to both lead and form part of a team.practise safe learning and risk assessment techniquesTo talk about different seasons.To talk about animals, their habits and habitats that live in our local environment.To have a variety of practical skills that involve destruction, construction, conservation and the use of fire.. |   |

 **Time to Shine**

