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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 Lifestyles  Are there any similarities in the teachings of the Qur’an to those of Jesus?  (NCC)  GOSPELS  What 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 techniques  To 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**

