

English:

- *To continue to develop comprehension skills, using VIPERS reading skills (vocabulary, inference, prediction, explanation, retrieval and sequencing.)
- *To learn how to write in non chronological order
- *To learn about the features of a newspaper report (headings, subheadings etc)
- *To write diary entries in the first person from the perspective of different characters

History:

- *To recognise why people did things in the past, why events happened and what happened as a result.
- *Children will identify similarities and differences when comparing life at different times.
- *Children will sequence events and people that they are studying.

Art/Design & Technology:

- *To use drawing to develop and share ideas—Henna designs.
- *To use painting to show imagination—Van Gogh's 'Starry Night' and then use this knowledge to create a backdrop of a starry night for our nativity performance.
- *To select and use suitable materials, fixing and joining skills—making hedgehog habitats.

Music:

- *Children will learn and perform music for a Nativity Performance.
- *They will also improve their General Musicianship Skills and listen to a variety of Music.

Science:

- *To continue to record the weather.
- *To know that shapes of some solid objects can be changed by bending, twisting & stretching
- *To carry out simple investigations and draw upon existing knowledge to suggest answers to the question 'which material is most suited for a bucket to put out the Great Fire of London?'

Religious Education:

- *To know that Ramadan is a special time of prayer for Muslims.
- *Children will develop their understanding of what a Sacrament is.

'How Long Ago ... ?'



Computing:

- *To understand that an algorithm is a sequence of instructions.
- *To convert simple algorithms to programs.

Maths:

- *To apply addition and subtraction skills to problem solving including when using money and other measures.
- *To recognise and use pounds £ and pence 'p' and combine coins to make a particular value.
- *To calculate statements for mathematical and division statements.
- *To solve problems involving multiplication and division including by building and using arrays (groupings) to solve them.
- *To improve mental maths skills by recalling number bonds to 20 or 100 counting in ones or tens.

Personal, Social, Cultural, Health & Emotional Education:

- * To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets
- *To learn about medicine safety and safety in the home and in the local community.
- *To learn about respecting privacy
- *Trick Box tricks this half term: 'Magic Circle,' 'Breathing Colour', and 'Sunny Side.'

Physical Education:

- *In Games the children will be continue to develop agility, sending and receiving skills.
- *In Games, the children will also begin to consider decision making and directional movement when working together.