



Writing Outcome 1:

Children will write their own version of an animal who is scared of something. They meet two other characters and then aren't afraid.

Purpose:

To entertain



To be successful, children will need to include the following in their work:

- Correct use of capital letters and full stops
- Commas in a list
- Write in cohesive sentences

Writing Outcome 2:

Children will write a diary entry from Plop's point of view. Children could choose to write when Plop is still scared of the dark, or after when he feels better.

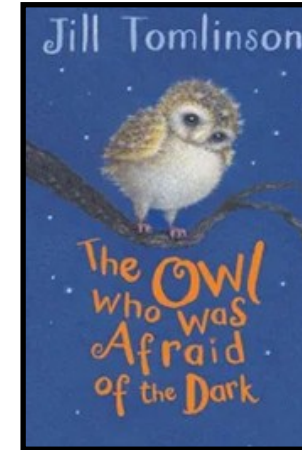
Purpose:

To entertain



To be successful, children will need to include the following in their work:

- Correct use of capital letters and full stops
- Include feelings



At home you could support your child by viewing these resources which would help them to achieve the writing outcomes.



BBC Bitesize: Using commas in a list



BBC Bitesize: Using punctuation marks



Vocabulary
Interpret
Predict
Explain
Retrieve
Sequence



Retrieve

- I can find the answers in a text.
- These might be the answers to who, where, what and why questions.

Prediction

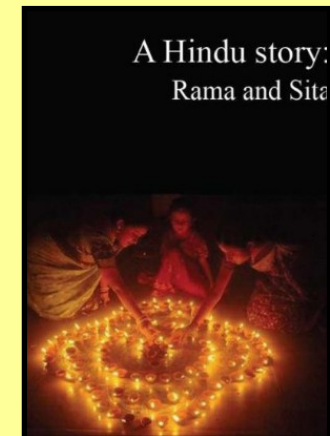
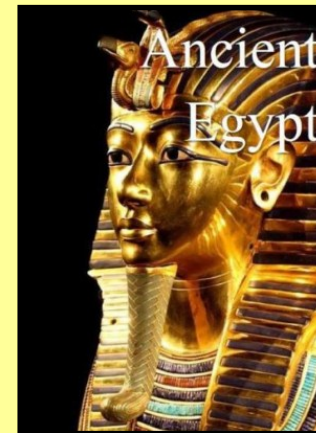
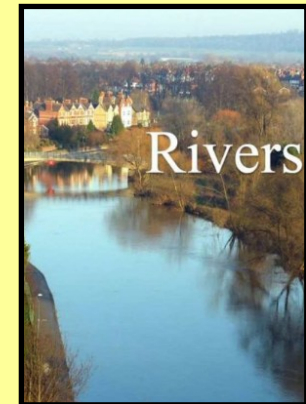
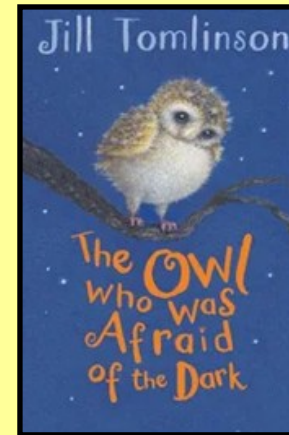
- Predict what might happen from the details given and implied.

Vocabulary

- Find and explain the meaning of words in context.

Children will focus upon the following content domains during their guided reading sessions.

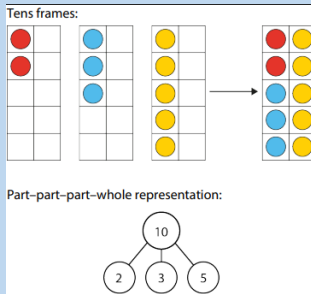
Texts children will be reading across the curriculum:



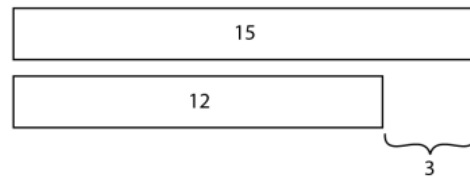


Adding and subtracting: Bridging 10

Children will learn about the addition of three or more single-digit numbers and that addition can be done in any order. They will develop an understanding of difference as a numerical value used to compare two numbers.



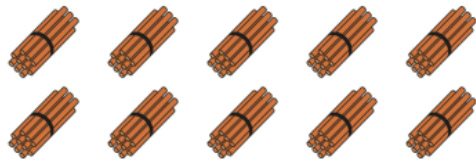
'John has twelve crayons and Sarah has fifteen crayons. How many more crayons does Sarah have than John?'



Composition and calculation: 100 and bridging 100

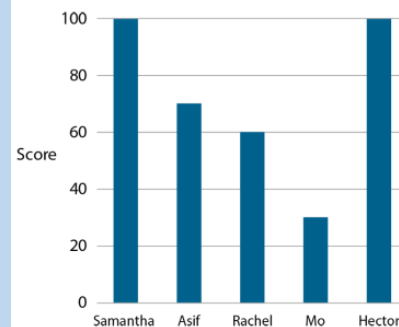
Children will gain a deeper understanding of the number 100 by exploring additive and multiplicative composition. They will make links to common measures such as pounds (money) and metres as well as data contexts. They will extend their understanding of place value to three-digit numbers, initially working with numbers up to 199.

Ten bundles of ten sticks:



$100 = 2 \times 50$	$100 = 4 \times 25$
$100 = 50 \times 2$	$100 = 25 \times 4$
$100 \div 2 = 50$	$100 \div 4 = 25$
$100 \div 50 = 2$	$100 \div 25 = 4$

- 'How much more did Samantha score than Asif?'
- 'How much less did Rachel score than Hector?'
- 'What was Asif and Mo's combined score?'



Addend	subtract
Difference	more
Less	fewer
Ones	tens
Hundreds	partition
Additive	multiplicative
Groups of	equal parts

At home you could support your child by viewing these resources which would help them to achieve the maths outcomes.



Top Marks: Robot addition



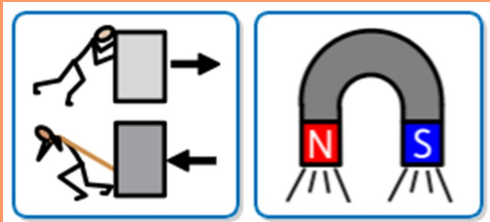
Oak Academy: Count across and on from 100



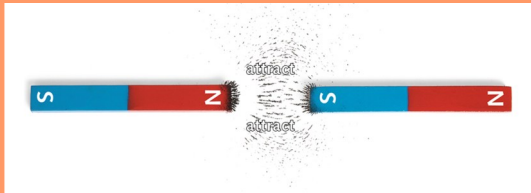
Magnets and Forces

Children will describe how things move on different surfaces (faster for longer on a smooth surface, slow down more quickly on a rough surface).

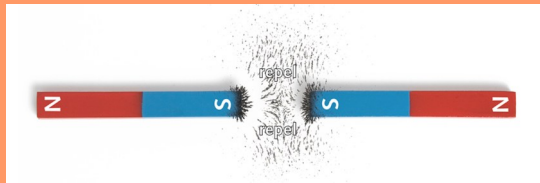
They will be able to give an example of a force that needs contact (a push on a swing, pulling a door handle) and a force that does not need contact (a magnet attracting a coin)



Children will give examples of materials that are attracted to magnets and materials that are not (at least 2 of each). As well as knowing that many, but not all, metals are magnetic.

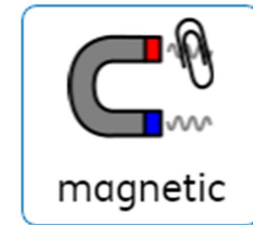
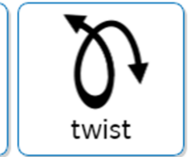
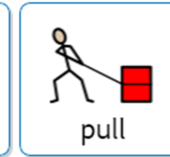
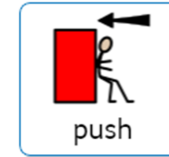


Finally they will know that magnets have a north and south pole and that opposite poles attract and same poles will repel.



Key Vocabulary

repel
attract
push
pull
magnet
magnetic pole
force



At home you could support your child by viewing these resources which would help them to achieve the science outcomes.



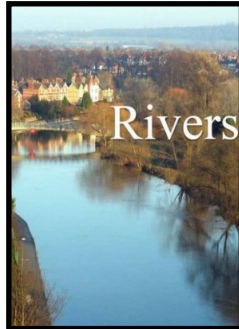
BBC Bitesize: Which materials are magnetic?



BBC Bitesize: Moving on different surfaces.



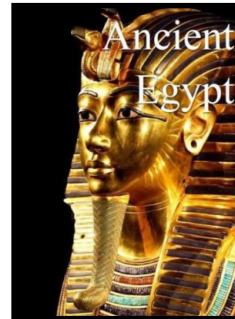
Geography



Children will learn about the following:

- The mighty River Indus
- The changing River Indus
- How rivers get water
- How a river shapes the land: the young river
- How a river shapes the land: the mature river
- Britain's longest river: the River Severn

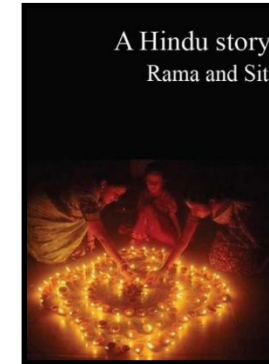
History



Children will learn about the following:

- Howard Carter
- How did the ancient Egyptians live?
- How did ancient Egypt change over time?
- What did the ancient Egyptians believe?
- What did ancient Egyptians believe about death?
- How did the ancient Egyptians write?

Religious Education



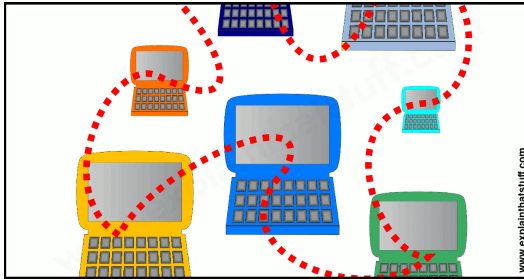
Children will learn about the following:

- Four sons for the king of Ayodhya
- Rama and Sita leave the kingdom
- Rama, Sita and the demon Ravana
- Rama and Sita return
- Understanding the story of Rama and Sita

For more information on these topics, view the knowledge organisers which are uploaded to your child's Google Classroom page.



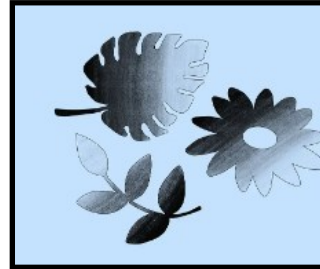
Computing



Connecting computers

Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, children will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, children will discover the benefits of connecting devices in a network.

Art



Drawing: Developing drawing skills

Children will work on the following:

- Use their observation skills to describe specific shapes, textures or patterns in objects.
- Shade with a reasonable degree of accuracy and skill following the four shading rules.
- Use mark marking to show texture and details.
- Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture.
- Apply shading skills to show areas of light and dark (tone).
- Apply line, shape and tone with digital tools.
- Save and present digital artwork.

PE



Know Where I am in my learning

In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.

Fundamental Movement Skills



Coordination
Footwork



Static Balance
One Leg Balance



Music



Theme: RnB and other musical styles.

Children will listen to 4 songs/pieces:

- Colonel Bogey March by Kenneth Alford (Film)
- Consider Yourself from the musical 'Oliver!' (Musicals)
- Ain't No Mountain High Enough by Marvin Gaye (Motown)
- You're The First, The Last, My Everything by Barry White (Soul)

Key vocabulary: structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody

PSHE



Children will learn the following:

- How to focus their mind to help them train their brain.
- About Team H-A-P and their roles in more detail.
- How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried.
- Why our amygdala behaves the way it does and how evolution has shaped how it works.
- How we can use happy breathing during times of stress and how our hippocampus stores the memory of this when we practise.
- About neurons and neural pathways and the role they play in learning.
- How to look after their brains to help them to be at their best.

Key vocabulary:

Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, Fight, Flight, Freeze, Oxygen

MFL

Me and others: singular 'être' and regular adjectives

Children will learn the following:

- The vowels in French: [a] [e] [i]
- Practice with French vowels and verbs for the classroom
- Greetings: 'je suis' and 'il, elle est'
- Introductions and taking the register: singular regular adjective agreement
- In class: intonation questions
- Is it going ok? 'Ça va ?'
- What you are like: 'tu es'
- What you are like: singular regular adjective agreement