



Writing Outcome 1:

To write a story based upon Little Red Reading Hood

Purpose:

To entertain



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

- A clear beginning, middle and end
- Use expanded noun phrases
- Use prepositions
- Use past and present verbs tenses correctly

Writing Outcome 2:

To write a poem about rules (dos and don't)

Purpose:

To entertain



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

- Use verses
- Apostrophes for contractions
- Apostrophes for possessive (singular)



Little Red Reading Hood by Lucy Rowland



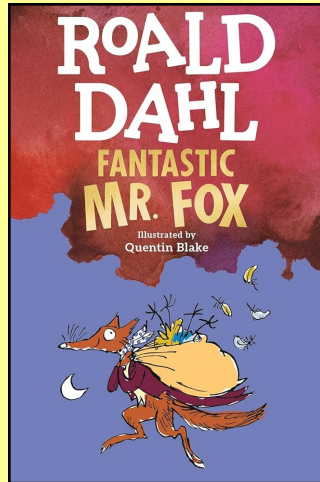
At home you could support your child by viewing these resources which would help them to achieve the writing outcomes.



BBC Bitesize: Use the four sentence types.

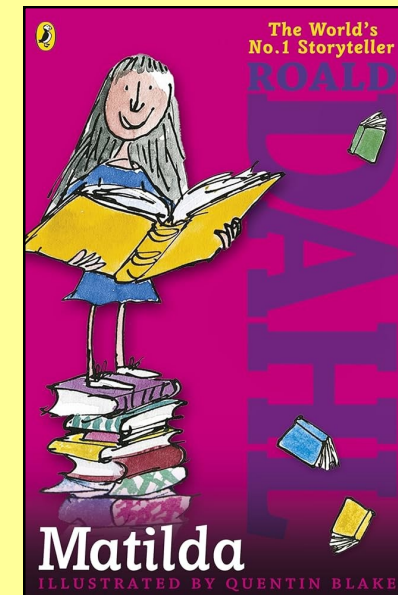
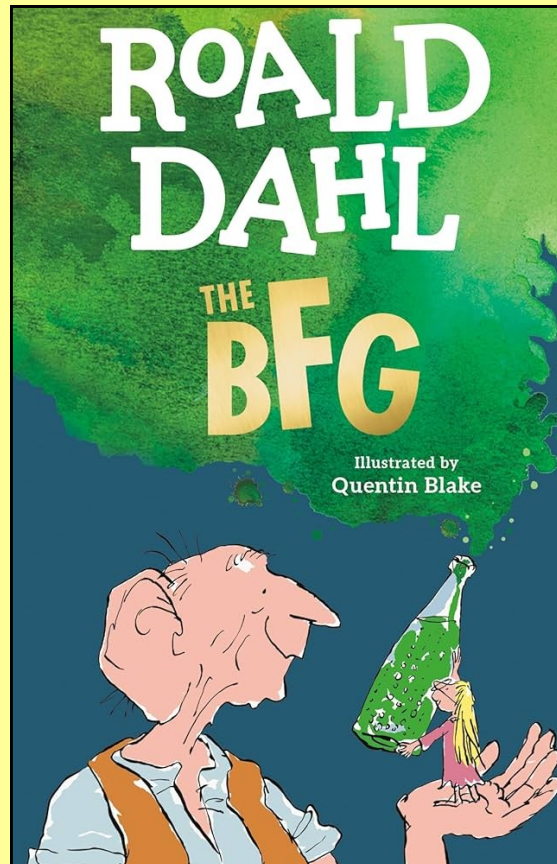
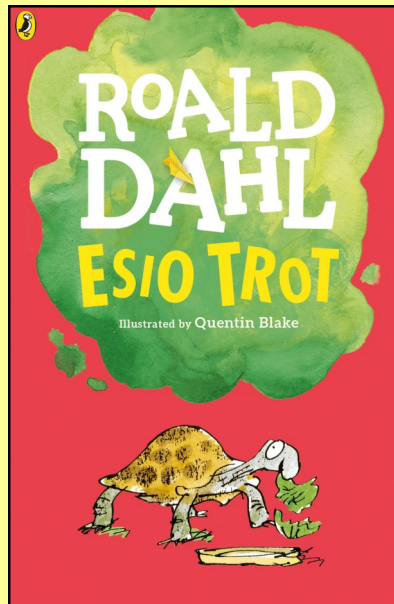
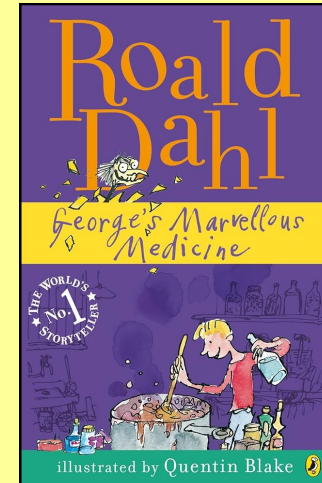


BBC Bitesize: What are past, present and future tense?



Author of the half term:

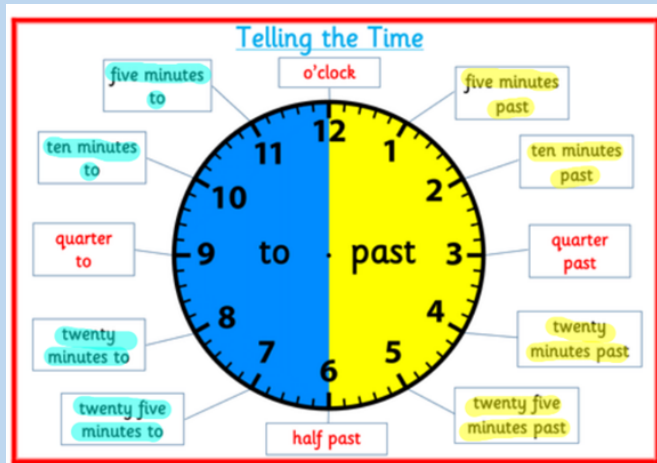
Roald Dahl





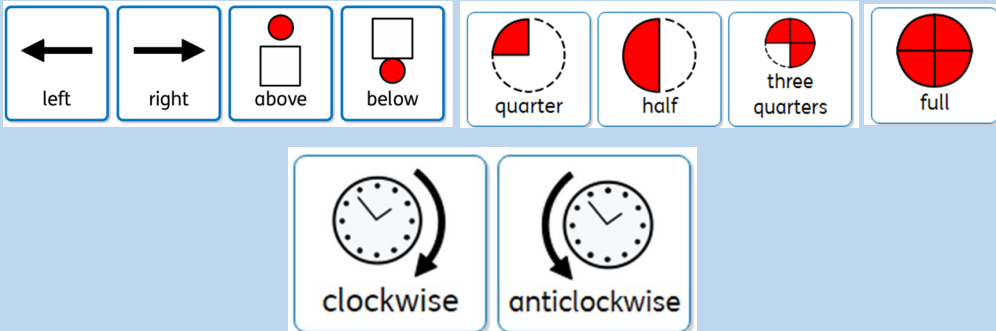
Time

Children will learn to tell the time in 5 minute intervals, learning the concept of 'past' and 'to'. They will also convert minutes into hours and minutes e.g. 115 minutes is 1 hour and 55 minutes.



Position and direction

Children will learn how to describe where different objects are. They will link this to their work on shapes e.g. the cone is left of the cube. Children will relate this to the amount of turns. They will then describe how to move an object to a different place on a grid.



Past	to
Half past	quarter past
Quarter to	duration
Interval	right
Left	clockwise
Anti-clockwise	turn

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



BBC Bitesize: Telling the time to the nearest 5 minutes



BBC Bitesize: Positions, direction and turns



Plants

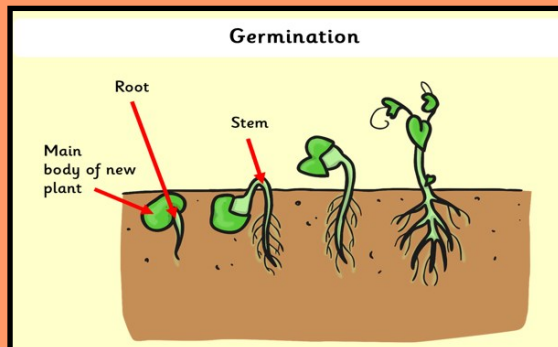
Children will be able to give at least 2 examples of plants that grow from either seeds or bulbs.



They will know that plants need water, light and a suitable temperature to grow and stay healthy.



Children will know that seeds and bulbs have a store of food inside them.



Key Vocabulary

Plant

Bulb

Seed

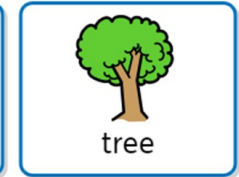
Equipment

Data

Identify



plant



tree



flower



bush

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



BBC Bitesize: Lifecycle of a plant



Oak Academy: What plants need to grow and stay healthy.



History



What changed during the Neolithic Revolution?

Children will learn about the following topics:

- The Neolithic Age
- Dorothy Garrod and Yusra's discovery of farming tools
- Farming
- Early human settlements by rivers
- Burying the dead
- Early human housing
- Fire and pottery
- The wheel

Religious Education

Disposition: Being imaginative and exploratory

Disposition: Appreciating beauty

Children will learn that people use their minds in many different ways and that Humanists use their creativity and ability to think about things to find answers to issues and questions. Children will learn about what Sikhs, Hindus, Christians, Jews and Muslims think about God. In the second unit, children will listen to how people of faith appreciate beauty in the world. They will then use the 5 senses to explore the natural world. Children will read psalm 8 from the bible and think about what ideas about God Christians might have when they read the verse. Children will listen to Adhan the Muslim call for prayer and think about what feelings it evokes.

Key questions:

What do we see in our minds? How do we use our imagination?
What do Christians, Hindus, Sikhs, Jews and Muslims think God is like?
What do we think is beautiful? What do religious people find beautiful?
Why is beauty important to Christians?
Why is beauty important to followers of Islam?

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



Computing



Programming Quizzes

This unit initially recaps on learning from the Year 1 Scratch Junior unit. Children begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in Scratch Jr and realise these designs in Scratch Jr using blocks of code. Finally, children evaluate their work and make improvements to their programming projects.

Key Vocabulary:

Sequence, command, program, run, start, predict, blocks, sprite, algorithm, actions, modify, project

DT



Hand puppets

Children will explore a range of different hand puppets and investigate what makes a good puppet. They will test materials for the features they think are the most important. Children will then design and make their own puppet and explore different decorative techniques. Finally, they will evaluate their designs.

Key vocabulary:

Applique, design, seam, sew, template, criteria, product, evaluate

PE



Practise Safely

In this unit, the children will develop and apply their ball chasing and floor work balance through focused skill development sessions, cooperative and competitive games.

Fundamental Movement Skills



Agility
Ball Chasing



Static Balance
Floor Work



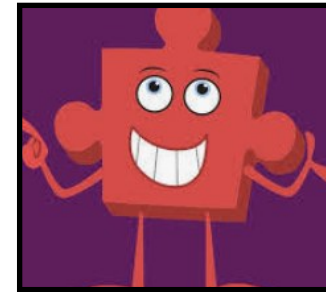
Music



In this unit, children will revisit and consolidate the learning that has taken place over the year as well as listening and appraising classical music. They will listen to these songs:

- Peer Gynt Suite: Anitra's Dance by Edvard Grieg
- Bring Him Back Home (Nelson Mandela) by Hugh Masekela
- Brandenburg Concerto No 1 by Johann Sebastian Bach
- Fly ME to The Moon by Frank Sinatra
- From the Diary Of A Fly by Bela Bartok
- We Will Rock You by Queen
- Fantasia on Greensleeves by Vaughan Williams
- Feel Like Jumping by Marcia Griffiths
- Dance of the Sugarplum Fairy by Tchaikovsky
- You've Got a Friend In Me by Randy Newman
- The Robots by Kraftwerk
- Count On Me by Bruno Mars

PSHE



Jigsaw—Changing Me

Children will be taught to recognise cycles of life in nature and will be able to reflect that some changes are beyond their control and discuss how they feel about this. They will learn about the process of growing from young to old and recognise how their body has changed since they were a baby, recognising that they should feel proud that they are becoming more independent. Children will learn about the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of their body are private. They will understand that there are different types of touch and can say what is appropriate and what is not. Finally children will identify what they are looking forward to when they move to their next class.