

MAIN DRIVER

Science – Animals, including humans:

I explain the importance of a nutritious, balance diet; I explain how nutrients, water and oxygen are transported within animals and humans; I describe and explain the skeletal system of a human; I describe and explain the muscular system of a human; I describe the purpose of the skeleton in humans and animals.

NUMERACY

I estimate the answer to a calculation and use the inverse operation to check my answers.

I count up and down in tenths; I recognise that tenths arise from dividing an object into ten equal parts and in dividing numbers and quantities by 10; I add and subtract measures (lengths, mass and volume) with up to 3 digits, using formal written methods of columnar addition and subtraction; I solve word problems including missing numbers, number facts, place value and more complex addition and subtraction.

I practice formal methods of multiplication and division, including a high focus on reasoning.

I know the numbers of seconds in a minute and the number of days in each month, year and leap year; I compare durations of events, for example to calculate time taken by particular events or tasks.

I identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

I solve 1-step and 2-step questions, such as ‘How many more?’ and ‘How many fewer?’ using information presented in scaled bar charts, pictograms and other graphs.

WOW/IMMERSION

Visit to Kirkley Hall zoo or Seven Stories?

PE

Gymnastics:

I adapt sequences to suit different types of apparatus and criteria; I explain how strength and suppleness affect performance; I compare and contrast gymnastic sequences.

LITERACY

Reading:

Reading for Pleasure.
Fiction and non-fiction focus.
Guided Reading: focus on identifying key information and key ideas within text.
Shared reading.
Prepare poems to read aloud and to perform.
Identify that intonation, tone, volume and action can be used to enhance meaning.

Writing:

Correct use of a dictionary.
Increase quality and consistency of handwriting.
Narrative writing.
Identify structure, grammatical features and use of vocabulary for effect in texts.
Using a wider range of sentence structures.
Organising paragraphs around a theme.

Spoken language:

Listen, respond and discuss appropriately.
Speculate, hypothesise and explore ideas.
Describe, explain and narrate.

To write an adventure narrative.

To write a descriptive narrative.

TOPIC

Geography:

I name a number of countries in the northern hemisphere; I locate the Tropic of Cancer and Tropic of Capricorn; I know whether a country is located in the Southern or Northern hemisphere; I explain why people may choose to live in one place rather than another.

NOVEL STUDY

The Lion, the unicorn and other hairy tales.
By Jane Ray.

Diary and journal entry.

Create for performance for nursery.

SPAG

Recognise and spell additional homophones.
Comparisons between known and unknown words.
Spell some identified commonly misspelt words from the year 3 and year 4-word list.
Commas are sometimes used to mark clauses and phrases.
Word choices are adventurous and carefully selected to add detail and to engage the reader.
Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials.

CREATIVE

Music:

I combine different sounds to create a specific mood or feeling; I use musical words to describe a piece of music and compositions; I use musical words to describe what I like and don't like about a piece of music; I recognise the work of at least one famous composer.

Art:

I compare the work of different artists; I identify the techniques used by different artists; I use a range of brushes to create different effects in painting.

Design Technology:

I design a product and make sure it looks attractive; I prove that my design meets some criteria; I follow a step-by-step plan, choosing the right equipment; I select the most appropriate tools and techniques for a given task; I make a product which uses both electrical and mechanical components; I work accurately to measure, make cuts and make holes.

ICT

Safe ICT use;

I design a sequence of instructions including directional instructions;

I collect information; I design and create content; I present information; I search for information on the web in different ways; I manipulate and improve digital images;

Links to PSHE using ICT to help to embed (e.g. posters, replying to emails, presentations)

MAIN OUTCOME

Perform a short piece for nursery.

PSHE

Friendship and teamwork.
Doing for others/Pay it forward.
British values
Gratitude
Healthy living
Mindfulness
Safe ICT use