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| Literacy  Stories from other cultures   * Make up own African character and setting. * Use these to imagine that they are going on safari and participate in some drama activities. * Write some descriptive sentences about their setting. * Write a plan for their story and sequence it. * Write safari story.   Poetry   * Make up actions to support a poem. * Identify their favourite words and parts of a poem. * To write rhyming sentences. * Write a poem review of two poems. * Write a patterned poem. | Numeracy  Number – number and place value   * Recall the doubles of all numbers to at least 10 * Count on or back in ones, twos, tens and use this knowledge to derive the multiples of 2, 10 to the tenth multiple. * Missing numbers to 50 * Sequence numbers in different groups.   Number – addition and subtraction   * Record number sentences confidently, add/take away from 20 using single digits, use tens and ones knowledge. * Understand subtraction as 'take away'   Geometry – properties of shapes   * Visualise and name common 2-D shapes and describe their features. * Find halves and quarters of common 2D shapes   Geometry – position and direction   * Use everyday language to describe the position of objects * Identify objects that turn about a point (e.g. scissors) * Learn left and right, plan a route and give accurate directions. * Make whole, half and three quarter turns   Measurement   * Order days of the week and months of the year * Recognise and use the language relating to dates e.g., days, weeks, months and years * Read the time to the hour and half hour   Handling data and measures   * Record information in lists and tables (tally charts) * Produce block graphs, pictograms and Venn Diagrams * Answer questions by using suitable equipment. | Topic  London   * To create maps and plans of London * To look at where the River Thames begins and ends * To identify uses of the river * To talk about river transport * To create representations of the river * To talk about buildings and their uses * To identify London landmarks * Pencil study of landmarks, building designs and patterns (e.g. window shapes on ‘Gherkin’, patterns on Tower Bridge or London Eye) * Study of an artist – Monet and London | Science  Light and Dark   * Light is essential for seeing things. * Other senses can be used to help identify and find things * Where light sources are around the school and the wider community. * Compare sources of light * Darkness is the absence of light. * The sun is a source of light for the earth   PSHE  Relationships   * How to recognise and manage emotions within a range of relationships. * How to respond to risky or negative relationships and ask for help * How to respect equality and diversity in relationships |
| PE  Dance – Animals   * Explore movement ideas and respond imaginatively to a range of stimuli. * Move confidently and safely in their own space, using change of speed, level and direction. * To explore, remember, repeat and link a range of actions with co-ordination * To compose and perform short dances with clear beginnings, middles and ends that expresses and communicates ideas and feelings. | Music  Round and Round   * To listen to and appraise songs in various styles * To play instruments with the song, with or without notation * To work together in a band/ensemble. * To develop creativity through improvising and composing within the song. * To understand and use the first six notes of C Major scale while improvising and composing. * To recognise the style of the music and to understand its main style indicators. * To understand and use general musical vocabulary and specific vocabulary linked to the song * To understand how the dimensions of music (pulse, rhythm, pitch) etc. are linked | Computing  Representing information   * Recognise that there is a connection between data collected, sorted and classified, and a pictogram * Recognise that data can be represented by pictograms and that the longer the column in a pictogram the higher the number * Use a pictogram to help answer simple questions * Enter data into a graphing package to create a pictogram and use it to find answers to simple questions * Sort objects using one criterion * Use a graphing package to produce a pictogram of their data * Present verbally what they have learnt from their pictograms | RE  Why are Saints important in Christianity?   * To describe what we might learn from stories about Saints and to describe some of the characteristics of a Saint. * To develop an understanding of the importance of Saints and All Saints Day and to make links to Christian behaviour.   Why is Easter the most important festival for Christians?   * To know about the events of Jesus’ entry into Jerusalem and to know that people thought he was special. * To know about the events of the Last Supper.. * To talk about how people felt when Jesus died and how people show love. * To know about the events of Easter Sunday; |