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| LiteracyStories 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.
 | NumeracyNumber – 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.
 | TopicLondon* 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
 | ScienceLight 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

PSHERelationships* 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
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| 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
 | ComputingRepresenting 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
 | REWhy 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;
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