



**English**

Labels, lists and captions  
 Non-chronological report  
 Story  
 Poetry  
 Cause and effect sentences

**Maths - Hodder**

Number and place value  
 Addition and subtraction  
 Multiplication and division  
 Fractions Measures  
 Properties of shape  
 Position and direction

**Science**

**Our Environment**

This unit is taught across the whole year with a minimum of two lessons in each term. The children will make observations about each season.

The children will study the same natural area during the course of a year, looking at how the area as a whole changes and at how individual aspects such as a single tree change during the different seasons. They use their senses to observe the area and find common animals and plants within the area. They learn how to show respect for the area and for the living things in it.

Know how to respect and handle living things in their environment.  
 Use their own observations to describe the changes that take place in vegetation and animal life across the year.  
 Use everyday terms to describe simple features living things or events they observe.  
 Present evidence they have collected in simple templates.

**Geography - Collins**

**Why don't penguins need to fly?**

This enquiry introduces young geographers to the concept of biomes and natural regions which they will study in greater depth at a later stage. It enables them to understand the importance of location in relation to the Equator and poles in determining weather and climate, which in turn have such an influence on shaping the natural geographical features of environments. Pupils will come to understand the distribution of hot and cold places in the world and how living things have to adapt to survive in such places – the more extreme the environment, the more specialised the adaptation. By comparing a number of environments, pupils are able to identify and describe similarities and differences between places in the world and offer reasons for why such differences exist. The fundamental geographical concepts of place, space, location, distribution, scale and environmental interaction underpin the enquiry.

**History - Collins**

**How do we know so much about where Sappho used to live?**

Who was Sappho and where did she live (Pompeii)?  
 Why was Pompeii part of the Roman Empire?  
 What happened to Pompeii on August 24th AD 79?  
 What evidence exists of what happened at Pompeii at August 24th AD 79?  
 Why do we know so much about where Sappho used to live?  
 How did the archaeologists know that people had been buried under the ash?

**Art - Textiles**

**African Artist - Ntombephi Ntobela**  
**African Inspired Artist - Xenobia Bailey**

Africa is well known for its individual style of art.  
 For hundreds of years, African art has been strongly influenced and inspired by the environment and natural surroundings. Geometric patterns are common on fabrics e.g. zigzags (to signify that the path in life can be difficult to travel), chequerboard, curved lines, spirals and circles.  
 Linked with Design and Technology, the children will design their own pattern to put on fabric and then make a bag for a purpose of their choosing.

**Design and Technology - Textiles, African Bags**

We will start by evaluating a range of existing bags, drawingstring and simple handles. The children will then be set a design criteria. They will learn how to design and make a template for their bags. This unit will be combined with art to produce African style designs to decorate their bags.

**PHSE - Jigsaw Dreams and Goals**

Stay motivated when doing something challenging, keep trying even when it's difficult, work well with a partner or in a group, have a positive attitude, help others to achieve their goals and work hard to achieve their own dreams and goals.

**Healthy Me**

Make healthy choices, eat a healthy, balanced diet, being physically active, try to keep themselves and others safe, know how to be a good friend and enjoy healthy friendships and know how to keep calm and deal with difficult situations.

**Religious Education**

**1.7 Who is Jewish and how do they live?**

What religion do Jewish people follow?  
 Where do Jewish people worship?  
 What do Jewish people believe about God?  
 What is Shabbat and how do Jewish people prepare for it?  
 What is Sukkot and why is it celebrated?  
 What is Channukah and why is it celebrated?

**Information Technology**

**1.3 - Moving a Robot**

This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.

**1.4 - Grouping Data**

This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.

**Physical Education**

Pupils should develop fundamental movement skills to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and co-operative physical activities. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.  
 Perform dances using simple movement patterns.

**Fundamentals 2**  
**Gymnastics 1**  
**Games 1**  
**Dance unit 2**

**Music - Music Express**

Use their voices expressively and creatively by singing songs and speaking chants and rhymes musically.  
 Listen with concentration and understanding to a range of high-quality live and recorded music.  
 Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Number - Beat**  
**Animals - Pitch**  
**Easter Service**

**Events**

Shrove Tuesday  
 Mother's Day  
 Easter Party  
 Easter Service

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