



English Literacy Shed

The Year After *The Way Back Home*

Retell
Instructions
Character Descriptions
Recount

A Squash and a Squeeze *WINTER'S CHILD*

Maths - Hodder

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

Science - Engaging Science

Animals Including Humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notice that animals, including humans, have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Children think about how we grow and change. They explore the senses and how we use them. They think about a healthy diet and exercises and how to make healthy choices.

Geography - Collins

The UK and a Contrasting Locality

Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas.

Place Knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

We find out more about the village, town, country and continent we live in. We find out about where the United Kingdom is located on a world map and explore the features of the countries and capital cities of the UK, before finding out more about our local area.

History - Collins

The Shaping of Britain

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Significant historical events, people and places in their own locality.

Why was the Ironbridge built in Shropshire? What did Eve Roberts find in 1986 and why is it amazing?
Why do we remember the achievements of Charles Darwin and William Penny-Brookes?
How did the First World War affect people where I live?

Art

Portraits To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Children will explore a variety of portraits by various artists and find out what different materials/styles were used to create the portraits. The class will have a go at creating portraits using a chosen style/artist.

Design and Technology

Design generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate explore and evaluate a range of existing products.

Puppets

We find out how to work with fabric to create our own puppets. Starting off by looking at simple stick/finger/glove puppets, we will then develop and refine our sewing skills before designing, creating and evaluating our own stick /glove puppets.

AMAZINGme

PSHE - Jigsaw

Being Me in my World

To help children understand their place in the class, school and global community.

Celebrating Difference

For children to carry out work on anti-bullying and diversity.

Religious Education - Agreed Syllabus

Being Special—Where do we belong?

This investigation enables pupils to think about how each person is unique and valuable and consider religious beliefs about this. It allows pupils the opportunity to think about groups to which they belong, how some people belong to religious groups and what this means. Pupils will look at occasions marking belonging from a number of faiths.

Why is Christmas so special for Christians?

We will learn the Christmas story and that Christians believe Jesus is God's son. We will learn and perform songs about the Christmas story

Computing - Teach Computing

Unit 1 - Computing Systems and Networks

How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.

Unit 2 - Creating Media - Digital Photography

Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.

Music - Music Express

Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments 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.

Unit 1 - Ourselves - Exploring Sounds
Unit 4 - Our Bodies - Beat

Play, Learn and Grow... Together!

Physical Education - Get Set 4 P.E

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.

Introduction to P.E 1 & 2
Fundamentals
Dance