



**English**

Kipper's Toybox Mick Inkpen  
Toys from the Past by Sally Hewitt  
The Train Ride by June Crebbin  
You Can't Take an Elephant on the Bus - Patricia Cleveland-Peck

Labels, lists and captions  
Story maps  
Stories  
Non-chronological report  
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 - Everyday Materials**

Distinguish between an object and the material from which it is made  
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  
Describe the simple physical properties of a variety of everyday materials  
Compare and group together a variety of everyday materials on the basis of their simple physical properties

Pupils develop vocabulary to describe material properties. They carry out a range of simple tests on materials and investigate the best material to make a particular object.

**Geography - Around the World**

**Locational knowledge**  
Name and locate the world's 7 continents and 5 oceans.

**Geographical skills and fieldwork**  
Use world maps, atlases and globes to identify countries around the world.  
Use simple compass directions.  
Describe the location of features and routes on a map.  
Use aerial photographs to recognise landmarks and physical features.  
Use simple fieldwork and observational skills.

A whistle-stop tour around the world and its seven continents. Join Buddy the Bear as he visits a country on each of the seven continents and explores their features, people and landmarks. We will learn where the seven continents are on a map and undertake a variety of fun activities to help learn more about each one.

**History - Collins**

How do our favourite toys and games compare with those of children in the 1960s?  
Changes within living memory.  
The lives of significant individuals in the past who have contributed to national and international achievements.  
Significant historical events, people and places in their own locality.  
Why do historians divide up time?  
What do people remember about the 1960s?  
How do the most popular toys and games of the 1960s compare with those of today?  
Why were there no smart toys and games in the 1960s?  
How can we make sure we play with smart toys and games safely and securely?  
What do adults I know remember about 1960s?

**Art - Sculpture and Printing**

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.

The children will have the opportunity to make a sculpture of a toy or a vehicle using papier mache or clay.

They will also use the wheels, lego, stickle-bricks etc to create a printed piece of artwork.

**Design and Technology - Wheels and Axles**

**Design** - design purposeful, functional, appealing products for themselves and other users based on design criteria. 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, select from and use a wide range of materials and components, including construction materials according to their characteristics.

**Evaluate** - explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.

**Technical knowledge** - explore and use mechanisms [for example, wheels and axles], in their products.

Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle.

**Toys and Transport**

**Information Technology - Rising Stars**

To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

To create and debug simple programs.

To use logical reasoning to predict the behaviour of simple programs.

To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

To recognise common uses of information technology beyond school.

Children will have the opportunity to program a toy to move around a map. They will start by thinking of algorithms for their routes, then input these as stored programs for the robot. They will predict how the robot will move and will debug their programs.

**Religious Education**

The principal aim of religious education is to explore what people believe and what difference this makes to how they live so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

1.5 - Why does Easter matter to Christians?  
1.9 - How should we care for others and the world, and why does it matter?

**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.

Dance  
Ball Skills  
Gymnastics  
Games

**Music - Music Express**

Unit 5 - Machines - Beat

The children explore beat through movement, body percussion and instruments. They combine steady beat with words rhythms and explore changes in tempo.

Unit 11 - Travel - Performance

The children explore their performance skills and learn songs about travel and transport from around the world.

**PHSE - Jigsaw**

Dreams and Goals

I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.

Healthy Me

I can tell you why I think my body is amazing and can identify ways to keep it safe and healthy.

**Events**

Grounds Days  
Bluebell Walk  
World Book Day - 3rd March  
Mother's Day - 27th March  
Easter Party  
Easter Service

**HAPPY WORLD BOOK DAY**

**Happy Mother's Day**

**Easter**