






**English**

Poems by the same poet-Michael Rosen

Narrative-Diaries

Explanations/Instructions

Biography/Letters

**Maths - Hodder**

Number and place value

Addition and subtraction


Multiplication and division

Fractions Measures

Properties of shape

Position and direction

Use and interpret data



**Science-Engaging Science**

**Sound**



Children will learn to identify how sounds are made, including vibrations. They will be able to recognise that vibrations from sounds travel to the ear. The children will also find patterns between the pitch of a sound and the features of the object that produced it. We will look at volume of a sound and the and the strength of the vibrations that made it.

Children will work together through observations and simple sound investigations. They will make predictions and record their work in the form of a simple table.


**Light**

Children will learn about sources of light. And how they are different from reflected light. They will learn that light travels in straight lines, study how we see and how to protect their eyes They will also learn about shadows.

Children will work together through observations and simple light investigations. They will make predictions and record their work in the form of a simple table.





**Geography - Collins**



Describe the key features of cities and suggest reasons for why people live in cities of such high density. Identify and locate the top ten cities in the UK with the largest populations and compare and contrast these with the fastest growing cities in the country.

Why do so many people live in megacities?



**History - Collins**

Identify and describe the achievements of the ancient world (Egyptian era) They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.

How can we discover what life was like in the Egyptian era over 5,000 years ago ?



Who is behind the mask ?

What was life like?

**Art**

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. Learn 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.

Linking to their history, the children will re create their own death masks.. They will research the jewellery designs of the era and explore more recent designs.





**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.

Mechanisms

The children will research the Shaduf water carrying system that Egyptians used. They will look closely at the mechanism and re create their own. They will have the chance to look closely at the planning, designing and evaluating process of a product.



**Ancient Egyptians**




**PHSE - Jigsaw**

**Dreams and Goals**

The children will be able to plan their goals and dreams. They will discuss ways of persevering until they succeed.

**Healthy Me**

The children will be able to discuss their thoughts and feelings bout different issues.




**Religious Education -**

**Shropshire Agreed Syllabus 2021-2026**

Children will be encouraged to explore what people believe and what difference this makes to how they live and develop this with links to other religions.

L2.4 What kind of world did Jesus want?  
(1.9 How should we care for others and why does it matter?)

L2.5 Why do Christians call the day Jesus died 'Good Friday'?  
(1.5 Why does Easter matter to Christians?)



**Information Technology - Rising Stars**

Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Select, use and combine a variety of software( including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information.


We are presenters-vidoeing performance

The children will created their own video sequence by shooting, adding, editing and reviewing the data. They will be introduced to iMovie .


**Physical Education-Get Set Go**

The children will develop and apply a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Ball skills



Football



Outdoor activities

Yoga

**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 3-The Class Orchestra

Unit 4- Dragon Scales



**French -Lightbulb /BBC/Oak**

Numbers 12-30

Colours

Where I live

Pets/Animals



**Events**


Grounds Days


World Book Day - 3rd March

Mother's Day - 27th March



Easter Party





Easter Service

