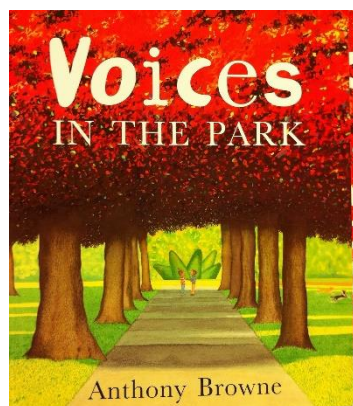
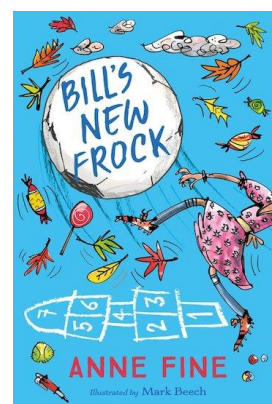


Class text

Voices in the Park
(Anthony Browne)



Bill's New Frock
(Anne Fine)



These texts will be used to support our writing. We will be writing an autobiography based on one of the characters from a story and Tanka poems which are linked to the emotions of the characters in these stories. The children will also have the opportunity to perform poetry.

RE



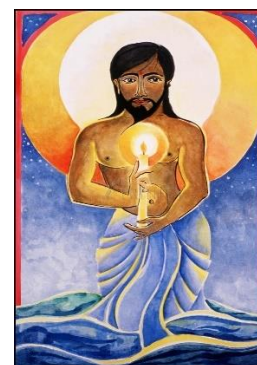
Jesus: light of the world and beloved son
Advent

Jesus: light of the world and beloved son

- To know the stories of the Baptism, Presentation and Transfiguration of Jesus.
- Understand that at these events Christ is revealed as the Light of the World and the Beloved Son of God.
- Know that through Baptism, Christians become the Children of God and will identify symbols from the Baptismal liturgy that express this belief.

Advent

- Know that Jesus was descended from the House of David.
- Know some stories about some of Jesus' ancestors and will be able to recognise how important their relationship with God was to them.
- Place some of the characters into an historical sequence and identify some



important symbols for these different people as featured on the Jesse Tree.

-

English



Reading



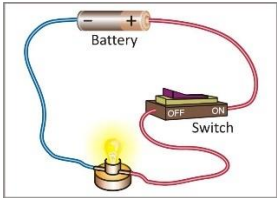
- Seek clarification for unfamiliar words or concepts.
- Recall and summarise what has been read.
- Connect what is being read to personal experiences.
- Imagine what they are reading and articulate this.
- Make connections, including causal links, between events, actions, themes and ideas in the text.
- Make a prediction about what will happen next.
- Ask literal, inferential and exploratory questions.
- Critically evaluate the text, giving and justifying an opinion.







Writing





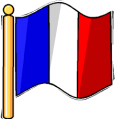
- Develop Expanded Noun phrases by using modifying adjectives, nouns and preposition phrases
- Use fronted adverbials
- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discuss and record ideas for writing
- Begin to use paragraphs to group related material
- Use headings and subheadings to aid presentation
- In non-narrative material, using simple organisational devices such as headings and sub-headings
- Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements
- Proof read for spelling and punctuation errors
- Read own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Apostrophes to show plural possession
- Use commas after fronted adverbials

Spelling

- Spell further homophones
- Spell words that are often misspelt see N/C
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys')
- Use the first 2 or 3 letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting • Ensure downstrokes of letters are parallel and equidistant and lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	
<p>Maths</p> 	<p><u>To add and subtract</u></p> <ul style="list-style-type: none"> • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • Solve number and practical problems that involve all of the above and with increasingly large positive numbers • Estimate and use inverse operations to check answers to a calculation. • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. <p><u>Measure</u></p> <ul style="list-style-type: none"> • Find the area of rectilinear shapes by counting squares. • Estimate, compare and calculate different measures. <p><u>To multiply and divide</u></p> <ul style="list-style-type: none"> • Recall multiplication and division facts for multiplication tables up to 12×12. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. 	
<p>Science</p> 	<p><u>How does electricity flow around a circuit?</u></p> <p><u>Electricity</u></p> <ul style="list-style-type: none"> • Construct a simple circuit naming basic parts • Recognise the function of a switch in a circuit • Identify common appliances • Identify common conductors and insulators <p><u>Working Scientifically</u></p> <p><u>Classifying</u></p> <p>*Classify household appliances and/or toys (leading to electrical/ non electrical, batteries/mains)</p> <p>*Test materials to classify insulators and conductors</p>	
<p>Geography</p>	<p><u>How can we explore our world?</u></p> <ul style="list-style-type: none"> • Know the names of and locate at least eight major capital cities across the world. • Know the difference between latitude and longitude and locate lines including the 	

	<p>equator, Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic circles and the Greenwich Meridian are on a world map (including time zones)</p> <ul style="list-style-type: none"> • Know and name the eight points of a compass. 	
<p>DT</p> 	<p><u>How can we use textiles to make something useful?</u></p> <ul style="list-style-type: none"> • Collect and use information to generate ideas • Include accurate measurements within the design • Make accurate measurements in their creation of a pencil pouch • Evaluate and explain the drawbacks during the creation process and how they were able to overcome it. • To use tinkerCAD to support designing a product. 	
<p>PSHE</p> 	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • Share a time when my first impression of someone changed as I got to know them. • Explain why bullying might be difficult to spot and what to do about it if I'm not sure. • Explain why it is good to accept myself and others for who we are. 	
<p>Computing</p> 	<p><u>Online Safety</u></p> <ul style="list-style-type: none"> • To understand how children can protect themselves from online identity theft. • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. • To identify the risks and benefits of installing software including apps. • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. 	

	<ul style="list-style-type: none"> • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives. 	
<p>PE</p> 	<p><u>PE will take place on Tuesday.</u></p> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Develop knowledge of gymnastics balances • Develop ability to hold a balance • Develop ability to travel in a variety of ways • Develop knowledge of Mirror/Match & Canon & Unison 	
<p>Music</p> 	<p><u>Forest Schools on Wednesday.</u></p> <p>Music continues to be taught by Mrs Amison. Children will continue to have their instrument lessons on a Wednesday.</p> <ul style="list-style-type: none"> • We will be looking at contrasts in music and investigating how changing the dimensions of music can make it sound more interesting. • We will create our own, short, ternary form pieces of music. • We will listen to pieces of 19th century music which describe the different states of water, including the Raindrop piano Prelude by Chopin and the orchestral work describing the River Vltava, by the Czech composer, Smetana, as it travels from a little stream in the country to a wide river in a city and heads towards the sea. • In our instrumental lessons, we will continue to practise playing and reading our first notes and will, hopefully, be ready for a short performance at the end of term. 	
<p>French</p> 	<p><u>Clothes - getting dressed in France</u></p> <ul style="list-style-type: none"> • Remember and pronounce some of the new words, recognising that some are masculine 	

and take **un**, some feminine and take **une** and some plural and take **des**.

- Understand how to convert the indefinite article to a possessive adjective.
- Correctly identify items of clothing based on the written word.
- Say the words for items of clothing with accurate pronunciation.
- Make an intelligible attempt to spell new words.
- Write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong.
- Compose a sentence using **j'aime** or **je n'aime pas**.
- Use **il/elle** correctly and place the adjective in the correct position in relation to the noun.



Homework

Daily Homework

- Daily Maths homework will be four questions practicing the four basic operations. They should be completed and returned daily.
- Daily English homework will support the development and enrichment of vocabulary. Words will be taken from class texts or stories read in school. They should be completed and returned daily.

Weekly Homework

- Children will receive **two** pieces weekly.
- One piece of work will be English or Maths and rotated on a weekly basis.
- One piece of homework will be based on learning in the wider curriculum. It will focus on either Science, History, Geography, Art, DT, French, Computing or PSHE (these subjects will be rotated on a weekly basis).
- This homework will be handed out on Thursday and to be handed in on the following Tuesday.

Reading Diaries

- Children are encouraged to read at home daily (for at least 20 minutes) and are expected to have their diaries signed by an adult at least 3 times a week.

Times Tables

- Times Tables should be practiced regularly. Children are tested on their times tables every week.

