



Subject	Autumn 1	Autumn 2
<p>RE</p>	<p><u>Mission Prayer</u></p> <p>Link the mission prayer to our lives.</p> <p><u>In the Beginning</u></p> <p>Understand that the Bible contains stories about God that are told by different people. Understand that creation stories are linked to Beginnings. Know the second story of creation Compare and find similarities between both creation stories. Know that God is the creator of all good things. Identify the beliefs about God which come from the second creation story. Identify what the second creation story teaches us about God. Understand that we learn about God in the world around us</p> <p><u>Year of Pilgrimage</u></p> <p>Find out about important Christian places of pilgrimage and understand why these places are sacred.</p>	<p><u>Advent to Christmas</u> <u>Advent Service</u></p>
<p>Maths</p>	<p>Place Value</p> <p>Understand 10 ones are equal to 1 ten and 10 tens are equal to 1 hundred Compare representations of 3-digit numbers Vary the order and practice Regroup 3-digit numbers flexibly Secure equality (for example, 3 hundreds are equal to 30 tens and 300 ones)</p>	<p>Fact Families and inverse</p> <p>Understand commutative or not commutative Create fact families Use fact families and the inverse operation to find missing number Solve more complex missing number problems</p> <p>Written addition and subtraction</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Securing formal written addition and subtraction fluency;</p>

	<p>Counting on and back</p> <p>Count on and back in tens with two digit numbers (and crossing 100)</p> <p>Count on and back in tens and hundreds (2- and 3-digit numbers)</p> <p>Regroup through hundreds</p> <p>Count on and back in ones, tens and hundreds including regrouping</p> <p>Rounding, Estimation and magnitude;</p> <p>Use value of digits to compare and order numbers (recognise most)</p> <p>Estimate the order of 3-digit numbers</p> <p>Estimate number magnitude</p> <p>Round numbers to nearest ten and hundred</p> <p>Measures</p> <p>Develop understanding of appropriate units</p> <p>Reading scales</p> <p>Mental Fluency</p> <p>Add and subtract numbers mentally, including: - a three-digit number and ones</p> <p>- a three-digit number and tens</p> <p>- a three-digit number and hundreds</p>	<p>Problem Solving</p> <p>Identify the part or whole unknown in simple worded problems</p> <p>Understand start, change and result problems</p> <p>Understand multi-step part whole worded problems</p> <p>Understand simple comparison problems</p> <p>Statistics</p> <p>Understand the purpose of bar charts</p> <p>Completing bar charts from information provided – identifying intervals of scales</p> <p>Interpret and inferring information from bar charts (including multi-step questions)</p> <p>Angles, Right Angles and Estimation</p> <p>Know that angles are measures of a turn</p> <p>Compare and order angles (using right angle as a benchmark)</p> <p>Identify internal angles in 2-D shapes</p> <p>Classifying shapes using internal angles as a property</p> <p>Perpendicular and Parallel Lines, Vertical and Horizontal Lines</p> <p>Identify perpendicular, parallel and vertical lines.</p>
<p>English</p>	<p>Narrative: Traditional Tales/fables (3 weeks)</p> <p><i>Aesop’s Fables</i> by Michael Rosen & Talleen Hacikyan</p> <p><i>War and Peas</i> by Michael Foreman (Anderson Press)</p> <p><i>Jim – A Cautionary Tale</i> by Mini Grey and Hillaire Belloc</p> <p>Know what a fable is</p> <p>Recognise features of a fable</p> <p>Plan and write a fable.</p> <p>Playscript - Matilda (3 weeks)</p> <p>Summarise a story and actions of characters</p> <p>read, practise and improvise lines of a scene from a play script</p> <p>convert part a story into a play script</p>	<p>Recount (The True Story of The Three Pigs) (3weeks)</p> <p>Describe settings and characters</p> <p>Create a fantasy narrative</p> <p>Write a newspaper report</p> <p>Use reported speech</p> <p>Instructions – The Ice Palace (2 weeks)</p> <p>Understand what we use instructions for.</p> <p>Identify features of different instructions.</p> <p>Write instructions</p> <p>Use imperative verbs</p> <p>Write instructions for our game we have created.</p>

	<p>Plan, and role play a scene for a play script. Write their own script in a playscript investigate antonyms and apply these when writing a diary entry use speech punctuation. Sequence events. Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story Analyses and compares plot structure Links events using a wider range of conjunctions and adverbs One World Week (1 week) SPAG: conjunction, use of adjectives and nouns, noun phrases and prepositions.</p>	<p>Use adverbs Evaluate instructions.</p> <p>Performance Poetry and Limericks (2weeks) Speak audibly and fluently; (i) Participate in performances Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination Use and understand the grammatical terminology (nouns, noun phrases) Identify how language, structure, and presentation contribute to meaning Compose and rehearse sentences orally, progressively building a varied and rich vocabulary Discuss and record ideas Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures Read and explore a range of limerick poems and identify the structure and rules of this poem type. Use their knowledge of the rhythm of limericks to practise writing lines following this set rhythm. Use their knowledge of the rhythm of limericks to practise writing lines following this set rhythm. Plan ideas and rhyming words for use in their own limerick. Write a limerick</p>
<p>Science</p>	<p><u>Animals including Humans</u> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p><u>Forces and magnets</u> Compare how things move on different surfaces.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</p>
<p>Computing</p>	<p><u>Bringing Images to Life</u></p> <p>Understand that the appearance of movement can be created in inanimate objects using stop-motion animation. Understand animation can be used to convey a message/idea.</p>	

	<p>Understand the importance of planning an animation project.</p> <p>Know we can animate objects using a precise sequence of steps.</p>	
<p>Geography/ History</p>	<p><u>Why are jungles so wet and deserts so dry?</u></p> <p>Observe, describe and explain in basic terms the climate in the United Kingdom;</p> <p>Identify, describe and begin to offer reasons for different types of climate around the world;</p> <p>Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world;</p> <p>Understand how climate affects both the landscape of different biomes and the plants and animals that can live there;</p> <p>Observe, describe and explain why areas of tropical rainforest such as the Amazon have so much rainfall;</p> <p>Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world;</p>	<p><u>Stone Age</u></p> <p>Learn about changes in Britain from the Stone Age to the Iron Age</p> <p>Trip to Celtic harmony to learn about Stone Age and take part in activities to develop an understanding of what it was like to live in Stone Age.</p>
<p>Art/D&T</p>	<p><u>Drawing– Gestural Drawing with Charcoal</u></p> <p>Identify the properties of charcoal and artists who use it in their work.</p> <p>Discover the different things that can be done with charcoal through gestural mark making.</p> <p>Create dynamic, atmospheric gestural drawings with charcoal.</p>	<p><u>Making a Healthy Sandwich (linked to Science Topic)</u></p> <p>Designing</p> <ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

<p>PE</p>	<p><u>Multi skills</u></p> <p>Practise running, jumping, throwing and catching, dodging skills to support their invasion games next term.</p>	<p><u>Invasion Games – Tag Rugby</u></p> <p>Know how to hold a rugby ball</p> <p>Know how to score a try</p> <p>Run at pace</p> <p>Learn the different passes.</p>
<p>P.S.H.E. Ten Ten</p>	<p><u>Module 1 Unit 1 and 2 – Created and Loved By God</u></p> <p><u>Get Up</u></p> <p>Know that we are created individually by God who is Love, designed in His own image and likeness</p> <p>Know that God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)</p> <p>Know that every human life is precious from the beginning of life (conception) to natural death</p> <p>Understand that personal and communal prayer and worship are</p>	<p><u>Module 1 Unit 1 and 2 – Created and Loved By God</u></p> <p><u>Sacraments</u></p> <p>Know that in Baptism God makes us His adopted children and ‘receivers’ of His love</p> <p>Know that by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</p> <p>Understand that it is important to make a nightly examination of conscience.</p> <hr/>

	<p>necessary ways of growing in our relationship with God</p> <p>Wellbeing: <u>Anti-bullying Week: Reach Out</u></p> <p>What is bullying? Why is a bystander? What to do if you are bullied? What to do if you see bullying? How to help others? How to make others happy? How unkind words can make people feel.</p>	<p><u>We Don't Have to be the Same</u></p> <p>Identify the similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community</p> <p>Understand that self-confidence arises from being loved by God (not status, etc.)</p>
Music	<p><u>Human Body. Musical focus: Structure</u></p> <p>Learn skeleton dances and songs to teach the children about the human body. Use percussion instruments to improvise, create word rhythms, and build a final skeleton dance.</p> <p><u>Environment. Musical Focus- Composition</u></p> <p>Explore songs and poems about places. Create accompaniments and sound pictures to reflect sounds in their local environment.</p>	<p><u>Recorders</u></p> <p>Read simple notation Accompany a song with a melodic ostinato on tuned percussion Perform a pentatonic song with tuned and untuned accompaniment Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion. Perform rhythmic ostinato indicial and in combination Understand and use pitch notations Read simple rhythm notations Create and perform from a symbol score</p>
French	<p><u>All About Me</u></p> <p>Give and respond to simple classroom instructions appropriately Name parts of the body from a song Identify colour Name items of clothing Ask and answer questions using the topic vocabulary Read and write simple words Say that un/une relate to masculine & feminine nouns</p>	

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