



Subject	Autumn 1	Autumn 2
RE	<p><b><u>Mission Prayer</u></b> Link the mission prayer to our lives.</p> <p><b><u>Year of Diversity</u></b></p> <p><b><u>Beginning with the Church</u></b> <i>How does the Church welcome its new members?</i></p> <p><i>Can pupils bring into school photographs of their baptism, if possible, their baptismal candle and a copy of their baptismal certificate?</i></p> <p>Recognise and understand what Initiation means. Learn about the Sacraments of Initiation. Learn about the four parts of the mass. To recognise the symbols used during the Liturgy of the Eucharist. To explain why (give reasons for) we use particular symbols/elements, words or actions in Baptism. Learn about the Sacrament of Confirmation.</p>	<p><b>Advent to Christmas</b> Advent Service <b><u>Year of Diversity</u></b></p> <p><b><u>Advent to Christmas</u></b> <i>What is Lectio Divina? How do Christians around the world celebrate Christmas?</i></p>
Maths	<p><b>Place Value</b> 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 practise. Regroup 3-digit numbers flexibly. Secure equality (for example, 3 hundreds are equal to 30 tens and 300 ones).</p> <p><b>Counting on and back</b> Count on and back in tens with two-digit numbers (and crossing 100). Count on and back in tens and hundreds (2- and 3-digit numbers) Regroup through hundreds. Count on and back in ones, tens and hundreds including regrouping.</p> <p><b>Rounding, Estimation and magnitude</b> Use value of digits to compare and order numbers (recognise most significant digit) Estimate the order of 3-digit numbers. Estimate number magnitude.</p>	<p><b>Fact Families and inverse</b>  Understand commutative or not commutative. Create fact families. Use fact families and the inverse operation to find missing numbers. Solve more complex missing number problems <b>Written addition and subtraction</b>  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><b>Problem Solving</b> Identify the part or whole unknown in simple worded problems. Understand start, change and result problems. Understand multi-step part whole worded problems.</p>

	<p>Round numbers to nearest ten and hundred.</p> <p><b>Measures</b> Develop understanding of appropriate units Reading scales</p> <p><b>Mental Fluency</b> Add and subtract numbers mentally, including: a three-digit number and ones. - a three-digit number and tens - a three-digit number and hundreds</p>	<p>Understand simple comparison problems.</p> <p><b>Statistics</b> Understand the purpose of bar charts. Completing bar charts from information provided – identifying intervals of scales Interpret and inferring information from bar charts (including multi-step questions)</p> <p><b>Angles, Right Angles and Estimation</b> Know that angles are measures of a turn. Compare and order angles (using right angle as a benchmark) Identify internal angles in 2-D shapes. Classifying shapes using internal angles as a property</p> <p><b>Perpendicular and Parallel Lines, Vertical and Horizontal Lines</b> Identify perpendicular, parallel and vertical lines.</p>
<b>English</b>	<p><b>Narrative: Fables.</b> (SPaG- direct speech punctuation and conjunctions)</p> <p><b>Recount (Newspaper based on a fable)</b> (SPaG- paragraphing, determiners and present perfect and simple past tenses)</p>	<p><b>Narrative</b> (SPaG- Direct speech punctuation, powerful adjectives and apostrophes)</p> <p><b>Instructions</b> (SPaG- Use imperative verbs, heading and subheadings)</p> <p><b>Poetry</b> (limericks)  Read and explore a range of limerick poems and identify the structure and rules of this poem type and write a limerick</p>
<b>Science</b>	<p><b><u>Animals including Humans</u></b> 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</p>	<p><b><u>Forces and Magnets</u></b> Compare how things move on different surfaces.  Observe how magnets attract or repel each other and attract some materials and not others.</p>

	<p>muscles for support, protection, and movement.</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>
<b>Computing</b>	<p><b><u>Bringing Images to Life</u></b></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>	
<b>History</b>	<p><b><u>Egyptians What did the Ancient Egyptians achieve and how do we know?</u></b></p> <p>Pupils will be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the Ancient Egyptians.</p>	
<b>Art/D&amp;T</b>	<p><b><u>Drawing– Telling Stories through Drawing and Making</u></b></p> <p><b>Topic: Working in 3 Dimensions</b></p> <p>The children take inspiration for other art forms such as film and literature and make work in 3-Dimensions in response.</p> <p>Children will use their own sketchbooks to explore their response to an original stimulus, and then go on to develop and make a sculptural character.</p>	<p><b><u>Making a Healthy Sandwich (linked to Science Topic)</u></b></p> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma</li> <li>• Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>• Select and use appropriate utensils and equipment to prepare and combine ingredients.</li> <li>• Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</li> <li>• Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul>

<b>PE</b>	<u><b>Multi skills</b></u>  Practise running, jumping, throwing, and catching, dodging skills to support their invasion games next term.	<u><b>Invasion Games – Tag Rugby</b></u>  Know how to hold a rugby ball; know how to score a try; run at pace and learn the different passes.
<b>RHE/PSHE Ten Ten Life to the Full</b>	<u><b>Anti-bullying Week:</b></u> 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.	<u><b>Module 1 Unit 1 and 2 – Created and Loved By God</b></u>  <u><b>Get Up</b></u>  Know that we are created individually by God who is Love, designed in His own image and likeness. 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) Know that every human life is precious from the beginning of life (conception) to natural death. Understand that personal and communal prayer and worship are necessary ways of growing in our relationship with God. <u><b>Sacraments</b></u>  Know that in Baptism God makes us His adopted children and ‘receivers’ of His love. Know that by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). Understand that it is important to make a nightly examination of conscience.  <hr/> <u><b>We Don’t Have to be the Same</b></u> 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. Understand that self-confidence arises from being loved by God (not status, etc.)
<b>Music</b>	<u><b>Recorder:</b></u> To understand how to hold and blow into the recorder; to know how to place fingers and blow correctly to make the note B, A and G; to play simple tunes using the notes B, A and G by changing the fingering and to play simple tunes with notes of short and long duration; to read the standard notation for a crochet rest and to play simple tunes which	<u><b>Sound Symmetry</b></u> To reflect on all things symmetrical and develop musical learning based on pupils’ understanding in maths. This focus takes symmetry as the inspiration for exploring structure in music and is the basis for composing original music using similar concepts. <u><b>Recorder</b></u>

	include crotchet rest.	
	<b><u>Class Trip: Science Museum</u></b> Music Workshop	
<b>French</b>	<p><b><u>All About Me</u></b></p> <p>Give and respond to simple classroom instructions appropriately.</p> <p>    Name parts of the body from a song.</p> <p>    Identify colour.</p> <p>    Name items of clothing.</p> <p>Ask and answer questions using the topic vocabulary.</p> <p>    Read and write simple words.</p> <p>Know that un/une relate to masculine and feminine nouns.</p>	