

	Cygnets	Kites	Harriers
This term's Christian value is Respect – KEY BIBLE STORY: The Ten Commandments Exodus 20: 1 - 17			
RE learning	Lighting the Candle (Bronze level) – A sense of Community – Who are we worshipping with? Understand about our church and the role of a vicar. Salvation: Why do Christians put a cross in the Easter garden?	KS1 Unit 1.5 Salvation-Why does Easter matter to Christians + Lighting the Candle (Silver level) A Sense of Community.	Lighting the Candle: Gold level. A Sense of Community-Who are we Worshipping with. Understanding Christianity Incarnation: Was Jesus the Messiah? Salvation: Why do Christians call the day Jesus died 'Good Friday'? Easter

<p>English</p>	<p>Poetry: using alliteration and similes Fiction: Beegu: Finding Tale focusing on settings Non-fiction: writing letters Fiction: The Gingerbread Man with a focus on speech Non-fiction: Instruction writing Daily phonics/spelling (Jolly phonics and Letters and sounds adapted), handwriting and grammar (see school overview)</p>	<p>Poetry: 'Macavity' by TS Eliot and other atmospheric poems. Focus on suspense. Fiction: Finding Tale Adventure at Cambury Park Suspense Non-Fiction: Newspaper Report Priceless Jewel Found by Schoolboy.</p> <p>Poetry: Focus on description of characters and settings. Fiction: Character Flaw The Three Wishes Openings and Endings Non-Fiction: Explanation text The Magic Machine</p> <p>Weekly spellings.</p>	<p>Poetry: Writing own poetry- Paint Chart poems and candle poems: focus poetic language techniques e.g. metaphor, personification, rhythm, rhyme etc. Fiction: Fiction: Defeat the Monster. Text: Beowulf Non-Fiction: Instructions. Poetry: Writing own poetry- writing poems in the style of Adrian Mitchell: A Smile says Yes ! and You/ You Are animal poems. Focus: syllables, assonance, simile, alliteration. Fiction: Wishing Tale: Text: Alien Landing Non-Fiction: Non-Chronological Report: The Long Sutton Alien Daily Spelling, grammar and punctuation. (see spelling overview on website) SATS Parents' evening Wed 10th January 6.00 p.m</p>
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<p>Maths</p>	<p>Place Value – numbers to 20 Addition and subtraction- within 20</p> <p>counting in 2s,5s and 10s</p> <p>Place value - within 50</p> <p>3d and 2d shape</p> <p>Measuring length and height, weight and volume.</p> <p>RECEPTION Reading and writing numbers to 10 Addition and subtraction within 10 using objects and the part, part , whole model.</p> <p>Ordering the days of the week Measuring weight, height, weight and capacity.</p>	<p><u>Multiplication and division</u></p> <p>Year 2 Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Year 3 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Year 4</p>	<p><u>Fractions</u></p> <p>Year 5 Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $1\frac{1}{2} = 1 + \frac{1}{2}$]. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$]. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>Year 6 Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Generate and describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its</p>
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<p>PE</p>	<p>Gymnastics balance and control making and holding shapes jumping and landing safely moving with poise and co-ordination climbing safely turning sequencing and linking movement</p> <p>Multi-skills Throwing and catching bean bags and balls Throwing to others rolling and dribbling balls with control moving safely in space with an awareness of others - dodging and avoiding obstacles using hoops and skipping ropes</p>	<p>Dance- Link with Rainforest Biome Perform dances using simple movement. Develop flexibility and control.</p> <p>Netball-Use running, jumping, catching and throwing in isolation and in combination</p>	<p>Gymnastics 1st Half term S.J. Children investigate movement, stillness and using space safely. Use basic gymnastic actions on the floor and on apparatus. Short movement phrases eg two rolls, two jumps Swimming –all term Children enjoy being in the water. Learn to keep afloat and move in the water. Meet challenges and breath whilst swimming. Focus on swimming more fluently. Improving swimming strokes and learning personal survival techniques. Dance 2nd half term: CAA linked to Music from War of the Worlds & to English Science Fiction.</p> <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. <p>Brenscombe and Brownsea Island residential Sept 2018 meeting Wed 7th Feb 6.00p.m</p> <p>Short performance to Parents-drop off time or pick up time March 2018 in school time date TBD.</p>
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<p>Computing</p>	<p>Programming 1 Move my beebot – use beebot to create simple programmes using forward, backward, right and left turns. Use the word ‘debug’ to correct programmed mistakes. Sequence a series of actions.</p> <p>Technology in our lives 1– discovering my technology. Recognising ways in which technology is used in home and school and identify some of the benefits of technology in our lives.</p> <p>Multimedia 2 Greenscreen Present information to an audience using a green screen</p>	<p>E-safety links- I can talk about why it is important to be kind and polite online and in real life. I can comment respectfully online. Y2-Programming-Use Bee-Bot or to collect information about animals <input type="checkbox"/> Program floor <input type="checkbox"/> Predict – look at the program that will draw a shape, predict the letter <input type="checkbox"/> Program a floor robot to draw a letter Y2-Multimedia-· I can use technology to organise and present my ideas, including adding text and images. Y3/4- Multimedia -Explore the conventions of comic books <input type="checkbox"/> Create their own comic book about their school and add images, text and shapes <input type="checkbox"/> Share their comic books with classmates and provide feedback <input type="checkbox"/> Create a comic book to support an area of learning Y3/4-Handling Data- <input type="checkbox"/> Collect and sort data and information about animals <input type="checkbox"/> Use a branching database to sort animals <input type="checkbox"/> Draw and interpret a graph about the animals</p>	<p>Technology in our lives – Improving My Web Detection Skills and Using my Information. To understand the difference between the internet and the world wide web and consider how these are linked. Look at whetehr information online is reliable or not. Understand how search engines work and how to use these effectively. e-safety – I know how to keep my self safe online</p>
<p>MFL</p>	<p>Spanish: Counting to 10 (and beyond) greetings and asking simple questions animal names and parts of the body.</p>	<p>Spanish: Exploring the language with basic greetings, colours, feelings, days of the week, months of the year, traditional songs, items of clothing and animal names. (Mrs C. Hardy- Teacher)</p>	<p>French: learning to tell the time and speak confidently.</p> <ul style="list-style-type: none"> • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty when telling the time.

<p>PSHE/Learning to Learn</p>	<p>Good to be me: We are all different but we are all equal. What makes me special</p>	<p>Good to be me: Circle times- Developing our understanding of a growth mind set. Collaboration, reflection and perseverance discussion focus through role-play, peer discussions, self-esteem games, feeling positive about our learning. Links with our Christian values throughout.</p>	<p>Good to be Me Mindfulness, Stilling and visualisation techniques Mindset- growth or fixed?</p>	
<p>W e e k</p>	<p>Learning Experience 1</p>	<p>History Focus The Victorians: comparing the past with our present lives including: <ul style="list-style-type: none"> • inventions and scientific discoveries • childhood • transport Possible visit to Rural Life Museum OR the East Somerset Railway (or both)</p>	<p>Geography Focus. Our Local Area Use aerial images and other models to create simple plans and maps, using symbols Use simple fieldwork and observational skills to study the immediate environment. Ask and answer geographical questions about the characteristics of a location. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom human Inclusion of human geography to describe settlements, land use NB; Summer term will compare with Bristol (a non-local area).</p>	<p>History Focus Invaders, Settlers and Kingdoms. <ul style="list-style-type: none"> • Anglo-Saxons (1st Half) and Vikings (2nd half) –History Focus • WWI Starter to Topic- Visit to Glastonbury Abbey for a tour of Abbey and two workshops to Meet A Saxon and Meet King Arthur.Tues 16th Jan 2018. • Everyday life of Anglo Saxons related to local history: Arthur legends, Camelot etc </p>
	<p>Maths Focus</p>	<p>Working in our role-play post office weighing parcels 3d shapes stamps money skills including giving change</p>	<p>Grid references (co-ordinates) Horizontal, vertical language Scales.</p>	

Writing Focus	Non-chronological report Labels and captions Recount - diary of a Victorian child	Link to creative writing by describing settings. Chn draw and label a map of the local area where their characters live. Use as an introduction to story, create a class story book with maps.	Letter in role as an Anglo Saxon. Recount of visit to Glastonbury Abbey.
Spoken Word	Thinking and talking floorbooks - children talking about what they already know and sharing this with others. Poetry performance - performing their own poetry and a class poem. P4C - being able to say what you think and why - using 'because' to extend and explain thinking' using 'agree' and 'disagree' while taking part in group discussions.	Oral presentation- facts about Smerton Reflection through questioning. Peer discussion and group collaboration in map drawing and investigating. Developing vocabulary-describing places using appropriate geographical terminology.	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge.
Other curriculum areas covered e.g. Music/Art/DT Focus	Still life pencil drawings Making model trains - DT	Music- Learn simple notation through the recorder. Sing as a large group in rounds and parts. Explore rhythm through untuned percussion.	Anglo Saxon/Viking art using runes. Viking crafts: dying and weaving.
PSHE/ Learning to Learn	Going for goals What is a fixed/growth mindset? How can we learn how to learn? Focussing on becoming more resilient and learning about marvellous mistakes. Collaboration and how to be a team player. Friendship - what makes a good friend?	Going for goals: Circle times- Continuing our understanding of a growth mind set. Collaboration, reflection and perseverance discussion focus through role-play, peer discussions, self-esteem games, feeling positive about our learning. Links with our Christian values throughout.	Going For Goals Mindfulness, Stilling and visualisation techniques Mindset- growth or fixed?

	<p>Linked extended home learning projects</p>	<p>N/A</p>	<p>Our Local Area- mapwork Produce a map with a key of an area local to you. Extended- village, Smerton or county. Add grid references.</p>	<p>In our Topic about Vikings this term, your task at home, is to research and 'use original ways to present information and ideas' and answer one of the following questions: 1. Did the Vikings have a religion? 2. Why did they build their boats/longships in a particular way? 3. What foods did they eat? 4. What weapons did the Vikings have? 5. What was the Viking alphabet?</p>
	<p>Learning Experience 2</p>	<p>From farm to fork Growing our food - where does it come from? Healthy Eating and cooking Planting - what does a plant need to grow the thrive? What are plants? possible visit to a supermarket OR Pizza express (or both)</p>	<p>What was it to live in the Stone Age? Hunter-gatherers and early farmers investigations. Investigate and interpret the past. Observe or handle evidence to ask questions and find answers about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Invaders, Settlers and Kingdoms continued Focus Vikings in this half term. <ul style="list-style-type: none"> • Vikings invasions and raids. • Viking Life. • Viking Mythology. • Use appropriate historical vocabulary to communicate <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Possible visit by Storyteller King Hal – date TBC</p> </p>

	Maths Focus	Measuring height of plants as they grow. Weight and capacity in cooking	Chronological order. Time lines, number lines.	
	Writing Focus	Labels and captions Writing recipes	Recount of trip Report writing. Newspaper article.	Diary entry as a Viking.
	Music/art/DT Focus	Trip to Gore Fam (March) Growing things Science Week - sound and musical instruments Printing with fruit and vegetables still-life drawing using charcoal	Trip to Gore Fam (March)- Artefacts, stone work, cave drawing, building stone age type den. Draw and label diagrams of artefacts/ tools.	
	Spoken word	Thinking and talking floorbooks - children talking about what they already know and sharing this with others Poetry performance - performing their own poetry and a class poem P4C - being able to say what you think and why - using because to extend and explain thinking ; using agree and disagree while taking part in group discussions.	Collaboration- Planning and discussion in groups for den making. Reflection- orally presenting/reading recounts/research.	Use relevant strategies to build their vocabulary- especially using the first three or four letters of a word to check spelling, meaning or both of these independently in a dictionary. Maintain attention and participate actively in collaborative conversations. How you can help? Play word games e.g Scrabble and Boggle etc with your child/ren Play the radio game: 'Just a Minute'.

	Linked extended home learning projects	N/A	The Stone Age. Open-ended Research task. Non-chronological report about an aspect of stone age a tale , or a diary recount with historical facts included. Models can be made to support this.	Model to accompany either Anglo Saxons or Vikings with writing to accompany of own choice.
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