

	Cygnets	Kite	Harrier
<b>This terms Christian value is TRUST – KEY BIBLE STORY: Jesus calms the storm (Matthew 8:23-27)</b>			
RE learning	<p><b>GOD:</b> Why is the word 'God' so important? Focusing on understanding how Christians use the word God and what it means to them through the Creation story, the Lords prayer and Jesus's Parables.</p> <p>Lighting the Candle - A sense of Space - a special place to think and pray,</p> <p><b>R.E Day</b> Tues 10<sup>th</sup> Oct 2017-Messy Church - focusing on the story of Ruth and Naomi linked to Harvest</p> <p><b>INCARNATION:</b> Why do Christian's perform Nativity plays at Christmas? Focusing on the fact that Christians believe God came to Earth in human form as Jesus and that Jesus came to show that all people are precious and special to God.</p>	<p>Understanding Christianity <b>GOD:</b> What do Christians believe God is like? The children will learn how the Bible can be used to understand the nature of Good.</p> <p>They will learn and compare the Bible stories of Jonah and the Whale and The Lost Son. They will find the hidden messages in the story. <b>Christmas: Incarnation- Why does Christmas matter to Christians?</b></p> <p>RE day: Tuesday 10<sup>th</sup> October 2017- Messy Church- focussing on the story of Ruth and Naomi linked to Harvest.</p> <p><b>Lighting the Candle:</b> Silver level A Sense of Space: Where are we worshipping?</p>	<p><b>Understanding Christianity</b> <b>New P.O.S God.</b> What does it mean if God is Holy and Loving?</p> <p><b>R.E Day</b> Tues 10<sup>th</sup> Oct 2017-Messy Church.</p> <p><b>Lighting the Candle:</b> A Sense of Space: Where are we worshipping?</p> <p><b>Incarnation: Was Jesus the Messiah?</b> Link to Christmas.</p>
English	<p><b>Poetry:</b> My five senses; describing using adjectives <b>Fiction:</b> Journey Tale: We're going on a</p>	<p><b>Poetry:</b> Character description focus. Friendship poems- feelings</p>	<p><b>Poetry:</b> A List of Small and Happy Things - Poetry that conveys feelings, thoughts and reflections. Metaphors.</p>

	<p>bear hunt. Focusing on using adjectives to describe things.</p> <p><b>Non-fiction:</b> labels and captions</p> <p><b>Fiction:</b> Defeat the Monster Tale: Three Billy Goats Gruff. Focusing on openings</p> <p><b>Non-fiction:</b> Instructions: How to trap a troll. Focusing on sequencing.</p> <p><b>Daily phonics/spelling</b> (Jolly phonics and Letters and sounds adapted), handwriting and grammar (see school overview)</p>	<p><b>Fiction: Warning Tale</b> Nail Soup Focus on character description.</p> <p><b>Non-Fiction:</b> Instruction writing. How to make Nail Soup</p> <p><b>Poetry:</b> Setting focus. Autumn poetry. Haiku and Tankas.</p> <p><b>Fiction:</b> Portal Tale. Faraway Tree. Setting focus.</p> <p><b>Non-Fiction:</b> The Sandman. Non-Chronological report.</p> <p>Weekly spellings.</p>	<p><b>Fiction:</b> Warning Tale: The Caravan. Focus: Settings.</p> <p><b>Non-Fiction:</b> Newspaper Report -Local Boys rescued from Thunderstorm.</p> <p><b>Poetry:</b> <b>Fiction:</b> The Nightmare Man: Focus: Suspense</p> <p><b>Non-Fiction:</b> Persuasion. Early Bedtimes</p> <p><b>Poetry:</b> Performance Poems: Mysteries and Cool!</p> <p>Rhyme and rhythm patterns and syllable counts.</p> <p>Daily Spelling, grammar and punctuation.(see spelling overview on website)</p>
Maths	<p><b>Year 1</b> <b>Place value</b> - Read, write, order and compare numbers to 10 (reading and writing in numerals and words)</p> <p><b>Addition:</b> use part part whole to support the concept of adding. use and understand the addition and equals sign. Understand that addition is commutative and find addition fact families for numbers bonds within 10.</p> <p><b>Subtraction:</b> take away by crossing out, counting back and finding the</p>	<p><b>Year 2</b> Place Value</p> <ul style="list-style-type: none"> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems</li> <li>identify, represent and estimate numbers using different representations, including the number line.</li> </ul>	<p><b>Year 5</b> <b>Place Value</b> Read, write, order, round, compare and interpret numbers to at least 1,000,000 and determine the value of each digit. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p><b>Addition and Subtraction</b> Add and subtract numbers mentally with increasingly large numbers: accurately use formal written methods (columnar addition and subtraction) and solve addition and subtraction multi-step</p>

	<p>difference. Comparing addition and subtraction statements and finding fact families within 10</p> <p><b>Shape</b> 2d shapes - sorting describing and naming 2d shapes: triangle, square, rectangle, hexagon, pentagon, circle</p> <p><b>RECEPTION</b> Counting to 10 Counting objects, movements and sounds to 10 Recognising numerals to 10 Naming 2d and 3d shapes- finding them in the environment Following and designing repeating patterns subitising numbers to 10</p>	<p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two digit number and ones; a two digit number and tens; two two-digit numbers; adding three one digit numbers.</li> <li>Show that the addition of two numbers can be done in any order(commutative) and subtraction of one number from another cannot.</li> </ul> <p><b>Addition and subtraction</b> <b>Year 3</b> Place Value</p> <ul style="list-style-type: none"> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>count from 0 in multiples of 4, 8, 50 and 100</li> <li>find 10 or 100 more or less than a given number;</li> <li>solve number problems and</li> </ul>	<p>problems in contexts, <b>Multiplication and division</b> Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers. Know prime numbers, prime factors and composite (non-prime) numbers.</p> <p><b>Data handling</b> Complete, read and interpret information in tables including timetables and line graphs.</p> <p><b>Perimeter and Area</b> Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles.</p> <p><b>Year 6</b> <b>Place Value</b> Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Perform mental calculations, including with mixed operations and large</p>
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		<p>practical problems involving these ideas identify, represent and estimate numbers using different representations.</p> <p><b>Addition and subtraction</b></p> <p>Year 4</p> <ul style="list-style-type: none"> <li>• Find 1000 more or less than a given number.</li> <li>• Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)</li> <li>• Order and compare numbers beyond 1000</li> <li>• Identify, represent and estimate numbers using different representations.</li> <li>• Round any number to the nearest 10, 100 or 1000</li> <li>• Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</li> <li>• Count backwards through zero to include negative numbers.</li> </ul> <p><b>Addition and subtraction</b></p>	<p>numbers. Multiply and divide multi-digit numbers up to 4 digits by a 2-digit number using the formal written method. Solve addition, subtraction, multiplication and division multi step problems in contexts.</p> <p><b>Fractions</b> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions <math>&gt; 1</math>. 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 simplest form [for example <math>14 \times 12 = 18</math> ] Divide proper fractions by whole numbers [for example <math>13 \div 2 = 16</math> ] Associate a fraction with division and calculate decimal fraction equivalents [ for example, 0.375] for a simple fraction [for example 38] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><b>Geometry- Position and Direction</b> Describe positions on the full coordinate grid (all four quadrants). Draw and</p>
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			translate simple shapes on the coordinate plane, and reflect them in the axes.
PE	<p><b>Dance</b> Keeping each other safe, the importance of warming up and listening skills. Choreography in pairs - designing and rehearsing short sequences of movement. Using music- improvising and expressing ourselves.</p> <p><b>Gymnastics</b> climbing jumping rolling balancing sequencing movements</p>	<p>Y3/4 Swimming ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based activities</p> <p>Y2/3/4 Tag Rugby Passing the ball Moving with the ball Tackling Understanding the rules of the game</p>	<p><b>Outdoor Adventure Activities:</b> culminating in residential visit to Mill-on-the-Brue 16-20<sup>th</sup> Oct 2017</p> <p>Netball: Different types of passes Pivoting Defending The rules of the games Playing as a team</p>
Computing	<p>Year 1 Programming 1 - move my beebot data handling - counting my information Technology in our lives - discovering my technology</p> <p>i-pad training on how to take and edit pictures, save and paste into a document.</p> <p>Using the key board to type captions</p> <p>REC Technology in our lives - discovering</p>	<p>Programme</p> <p><b>E-safety links</b> I can describe the things that happen online that I must tell an adult about</p> <p>Y2- Presenting information Multimedia</p> <ul style="list-style-type: none"> <li>• I can use technology to organise and present my ideas, including adding text and images.</li> <li>• I can use the keyboard on my device to add, delete and space text for others to read.</li> <li>• I can tell you about an online tool</li> </ul>	<p>Programming: Designing a programme to count in digits, Roman numerals and French I can use a variable to increase programming possibilities I can use if and then commands to select an action I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a programme Multi-media: Selling My School I can talk about audience, atmosphere</p>

	<p>technology          Logging onto a computer independently          Navigating through a computer programme          Using the track pad to make things happen          Programming beebots</p> <p>e-safety - keeping myself safe</p>	<p>that will help me to share my ideas with other people.</p> <ul style="list-style-type: none"> <li>• I can save and open files on the device I use.</li> </ul> <p>Y3/4-</p> <p><b>e-safety links</b> -I can talk about why I need to ask a trusted adult before downloading files and games from the Internet</p> <p>Programming using Scratch          Creating car racing game.</p> <ul style="list-style-type: none"> <li>• I can break an open-ended problem up into smaller parts.</li> <li>• I can put programming commands into a sequence to achieve a specific outcome.</li> <li>• I can detect a problem in an algorithm which could result in unsuccessful programming.</li> <li>• I keep testing my program and can recognise when I need to debug it.</li> <li>• I can use an efficient procedure to simplify a program.</li> <li>• I can use logical thinking to solve a problem by breaking it up into smaller parts.</li> <li>• I can describe the algorithm I will need for a simple task</li> </ul>	<p>and structure when planning a particular outcome</p> <p>I can combine a range of media for a digital presentation</p>
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MFL	<b>Spanish:</b> greetings, counting to ten, colours and body parts	<b>Spanish (Mrs C Hardy)</b> Weekly consolidation of: numbers, colours, greetings, days of the week, months of year.	<b>Modern Languages:</b> French French Breakfast/petit dejeuner mercredi 20 septembre 8.00a.m 2017 Vocabulary to ask for breakfast items/foods. Story: Le Reynard et Le Corbeau. French music and dance linked to Topic. Preparation of foods to produce French restaurant for Parents Nov 2017 TBC Weekly consolidation of: numbers, colours, classroom instructions and equipment, days of week, months of year.
PSHE/Learning to Learn	Using our learning muscles - how we can be resilient learners	New Beginnings. Mindfulness techniques throughout the week. Learning Muscles	New Beginnings. Mindfulness techniques. Learning Muscles.
Learning Experience 1  Week 2 - 6	<b>Bears</b> Where do bears live? What do they eat? What are the similarities and differences between the different bears in the world? How do polar bears keep warm? - science experiment Reading non-fiction books Using the i-pad to take photos and notes about bears.	Who lives there? Science focus. Working scientifically, observing and gathering data. Recording findings using bar charts. Drawing conclusions.  Identify and name living things. Investigating the basic needs of animals through habitats, food chains and classification. Including identification of vertebrates and invertebrates. Constructing a food chain. Exploring and creating our own	<b>France (Whole term)</b> Geography, Language, Art/DT focus. WoW! Wed 20 <sup>th</sup> Sept 2017 TBC French Breakfast. Nov 2017 date TBC French Restaurant for Parents. To identify and describe how the physical features affect the human activity within a location. Name and locate some of the countries and cities of France and their identifying human and physical characteristics, including

			<p>classification.          Researching and creating our own food chain.          Independent task: Choosing a question to answer and planning, researching and creating a finished product.</p>	<p>hills/mountains, rivers, key topographical features and land-use patterns.          Understand some of the reasons for geographical similarities and differences between French countries.          Link to extended learning task: Research a French speaking country but not France!          Human Geography: Including settlements, land use, natural resources etc.</p>
Maths Focus	Sorting and data handling		<p>Tally - data collection          Counting          Bar graphs.</p>	
Writing Focus	Labelling and writing captions using full-stops and capital letters		<p>Instruction writing          Explanation of results.</p>	<p>Writing a short French letter.          Recount of either French breakfast or French restaurant.          Diary of Mill on the Brue.</p>
Spoken Word	<p>P4C and PHSE talking about feelings and our learning muscles          maths language - working in pairs to talk through reasoning and problem solving</p> <p>Role-play - taking on a role and sustaining this through the language we use</p> <p>talk for writing - if we can say a sentence we can write it.</p>		<p>Asking good open-ended questions to aid their learning.          Explaining their independent project to another audience.          T4W oral re-telling with expression.          Discussion in groups and paired talk.          Making predictions and explaining results in groups.          Providing evidence from texts and data to justify their answers.</p>	<p>LISTEN and respond appropriately to adults and peers.          Ask relevant questions to extend their knowledge and understanding.          Use relevant strategies to build their vocabulary e.g word walls, word games for EMT.          Articulate and justify answers, arguments and opinions.          Select and use appropriate registers for effective communication e.g. formal and informal language and use of 'one'.</p>



	Other curriculum areas covered e.g. Music/Art/DT Focus	Music - listening to others, responding to a theme, repeating simple rhythms, playing soft and loud; fast and slow.  PHSE - our MacMillan Coffee Morning  Art - self-portraits Colour mixing Using different textures cutting accurately and using scissors safely	Art- Matisse. Exploring leaves. <b>Music-</b> Learn simple notation through the recorder. Sing as a large group in rounds and parts. Explore rhythm through unturned percussion. Art- Explore the Nativity scene painted by various artists in RE.	<b>Music-</b> explore the music of France. Find out about musical instruments, dances and celebrations.
	PSHE/ Learning to Learn	Using our learning muscles - how we can be collaborative learners	Getting on and Falling Out. Say no to Bullying (Anti-Bullying week) Developing learning muscle skills: Circle times- Working together, collaborating games. Having empathy- body language recognition of how we feel. Self-esteem games.	Developing skills to be a resilient, reflective and collaborative learner. Getting on and Falling Out. Say no to Bullying (Anti-Bullying week)
	Linked extended home learning projects	N/A	Mathematical focus Design a Christmas game. Cards, or board.	Research a French speaking country but not France!  Diary of Mill on the Brue residential ( or other)
2 <sup>nd</sup> half of term	Learning Experience 2	Nocturnal animals Light and dark Using thinking and talking floor books to discover children's thinking and prior knowledge before planning a relevant learning sequence.  Science focus: the sun, nocturnal and	How do habitats differ around the world? Geography focus: Mapwork. Using an Atlas, maps and internet maps (Google Earth). Using data to understand temperature changes.	See above

		diurnal animals - adaptations in nature Animals and their habitats Alive or never been alive	Finding differences in geographical conditions around the world. Environments around the world.	
Maths Focus		Sorting - data handling measuring	Axis (x and y)- reading coordinates Temperature ranges (Reading scales)	
Writing Focus		captions and labels	Non- Fiction focus Instruction writing Report writing	Leaflet linked to France. Instructions for one recipe for French meal.
Music/art/DT Focus		DT week - sewing 3d bears, using a sewing machine and hand sewing, cutting and measuring material	DT week- Research, design and evaluate a bug hotel. Music- Learn simple notation through the recorder. Sing as a large group in rounds and parts. Explore rhythm through unturned percussion. Art- Explore the Nativity scene through art in RE.	Music for French restaurant. Possible Dance to perform. French artists: Piet Mondrian.
Spoken word		Poetry performance Talk productively in talk partners - manage distraction and maintain focus P4C Thinking and talking floor books Asking and answering questions	Share ideas. Collaborate. Orally presenting of their bug hotel. Poetry performance- whole class	Participate in discussions, presentations. Maintain attention and participate actively in collaborative conversations with Talk partner.

	Linked extended home learning projects	N/A	Worldwide Habitats. What animals live in different countries? Or Environmental impacts on Habitats and their animal population.	See above.
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