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| Lens & Big Question  | Empire & Invasion: Why did travellers travel to other places? |
| Maths  | <p>We are learning to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. We will be calculating mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. We will be exploring being able to show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>We will use all of this learning to solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> |
| English  | <p>Narrative: Children will retell the story of ‘The Bear and the Piano’ by David Litchfield. We will spend a week immersing ourselves into this story through role play and drama activities. They will spend the second week looking closely at the vocabulary and grammar features of the text before re-writing the narrative, with some small innovations.</p> <p>Final Written Outcome: Children will write and proofread a retell of the original story, using high quality vocabulary and sentence structures in the style of the author.</p> <p>Narrative: Following the retell, the children will then plan, write and proofread an alternative version of ‘The Lonely Beast’ by Chris Judge. This follows a very similar structure to ‘The Bear & the Piano’ so the children will have internalised the story map already. This will make it easier for them to innovate the characters and plot to include their own ideas.</p> <p>Final Written Outcome: Children will write an alternative version of ‘The Lonely Beast’ featuring their own characters or plot.</p> <p>Letter: Following on from their learning in History, the children will write a letter from the famous explorer Ibn Battuta about his travels.</p> <p>Spelling, grammar and punctuation focus: multi clause sentences – coordination (using or, and, or but) and subordination (using when, if, that or because). We will explore the use of exclamation marks, revisit commas in a list and introduce the use of apostrophes for possession. Children will be expected to expand noun phrases to describe and specify where appropriate.</p> |
| History  | <p>Explorers</p> <p>To answer the question ‘Why did explorers travel to other places?’ children will look at the lives of significant individuals in the past who have contributed to national and international achievements. They will learn specifically about Ibn Battuta, Christopher Columbus and Ernest Shackleton. They will learn how to sequence famous explorers on a timeline in chronological order and can compare the explorer’s experiences in finding out what was similar and different and who they travelled to these places.</p> |

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| <p>Science</p>  | <p>Animals Including Humans Our concept in Science is Animals, including humans. Our big question is 'How can we stay healthy?' To answer this question, we shall be learning about the importance for humans to exercise and the importance of human hygiene. We shall learn how to record data.</p> |
| <p>Religious Education</p>  | <p>Stories and Special Books In R.E, our concept will be Stories. We shall consider some big questions and question whether there is a right answer. Some of the questions and texts are: How Shiva's neck turned blue. Why has Ganesh got an elephant's head? The tale of Siddhartha and the Swan and the Monkey King's sacrifice. Also, The Lost Sheep – the message of the parable.</p> |
| <p>PSHE</p>  | <p>How do we Recognise our Feelings? In PSHE we shall be questioning how we recognise our feelings. We will learn how feelings can affect people in their bodies and be able to identify good and not so good feelings. We shall discuss things that can help them and others feel better.</p> |
| <p>Music</p>  | <p>Pulse & Rhythm In music children will be studying pulse and rhythm. They will be learning to feel the pulse in a given piece of music. They will be able to feel and respond to a change of pulse. Children will be able to read crotchets, quavers and rest. They will be able to create and notate their own simple 4 beat rhythm pattern.</p> |
| <p>Computing</p>  | <p>Programming - Scratch We will use Scratch (or Scratch Junior) to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. We will create and debug simple algorithms.</p> <p>We will continue developing our knowledge of using technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> |
| <p>Outdoor PE</p>  | <p>In PE, the children will be taking part in striking and fielding. In these lessons, they will be learning:</p> <ul style="list-style-type: none"> • To be able to track a rolling ball and collect it. • To develop accuracy in underarm throwing and consistency in catching when fielding a ball. • To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. • To develop striking for distance and accuracy. • To develop decision making to get a batter out. • To develop decision making when under pressure. |
| <p>Indoor PE</p>  | <p>In PE, the children will be developing their ball skills. In these lessons, they will be learning:</p> <ul style="list-style-type: none"> • To be able to roll a ball to hit a target. • To develop co-ordination and be able to stop a rolling ball. • To develop technique and control when dribbling a ball with your feet. • To develop control and technique when kicking a ball. |

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| | <ul style="list-style-type: none">• To develop co-ordination and technique when throwing and catching.• To develop control and co-ordination when dribbling a ball with your hands. |
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Swimming:

- kicking action on front and back confidently
- developing breathing
- pulling arm action with more physical depth
- gliding on front and back confidently