


English	Our Key Texts	Maths
<p>Using the text ‘The Wolf’s Story’, the children will:</p> <ul style="list-style-type: none"> • Give advice to the wolf on how to be good (letter) • Describe the wolf (wanted poster) • Persuading others of the wolf’s innocence (recount) • Become judges charging the Wolf for his crimes <p>Using the text ‘Little Red Reading Hood’, the children will:</p> <ul style="list-style-type: none"> • Compare the wolf in both texts – is he really that bad? • Write a setting description • Write poetry about the Wolf’s journey through the story <p>Using the text ‘Little Red Reading Hood’, the children will:</p> <ul style="list-style-type: none"> • Write instructions to give advice to other characters 	<p>The Wolf’s Story – Toby Forward Little Red Reading Hood – Lucy Rowland</p> 	<ul style="list-style-type: none"> • Learn how to multiply and divide using the 2x, 10x and 5x tables • Solve problems involving multiplication and division, using pictorial and mental methods • Recognise and find ½, ¼ and 1/3 of number, shape and length • Identify and describe the properties of 2D shapes • Identify and describe the properties of 3D shapes • Recognise and continue patterns in sequences • Recognise symmetry and sort and classify shapes
Religious Education	Science	Personal, Social, Health, Economic Education
<p>Spring 1 The children will know:</p> <ul style="list-style-type: none"> • The words of the Shahadah and that it is very important for Muslims • The Five Pillars provide a structure for the daily spiritual life of a Muslim • That stories about the Prophet show what Muslims believe about Muhammad • That Muslims use stories about the Prophet to guide their beliefs and actions <p>The children will be able to:</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah • Give examples of how stories about the Prophet show what Muslims believe about Muhammad • Give examples of how Muslims use the Shahadah to show what matters to them • Think, talk and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control <p>Spring 2 The children will know:</p> <ul style="list-style-type: none"> • Christians believe Easter is very important in the ‘big story’ of the Bible 	<p>Animals, including humans The children will know:</p> <ul style="list-style-type: none"> • Animals and humans produce young • Animals and human’s offspring grow into adults • The young of some animals don’t look like their parents • The basic needs of animals and humans to survive • Understand why exercise and healthy eating are important • The different food groups that make up a healthy diet <p>The children will be able to:</p> <ul style="list-style-type: none"> • Notice that animals, including humans have offspring which grow into adults • Explain and construct a lifecycle of an animal and a human • Find out and describe the basic needs of animals and humans (water, food & air) • Describe the importance of exercise, hygiene and eating the right amounts of food for humans <p>Plants The children will know:</p> <ul style="list-style-type: none"> • The basic needs of a plant in order to grow and stay healthy • That plants grow from seeds and bulbs, germinate and grow • Basic life cycle of a plant 	<p>The children will know:</p> <ul style="list-style-type: none"> • Where money comes from and its purpose • The difference between spending and saving • The importance of saving • A number of ways to save and keep money safe • How to keep themselves safe • Basic personal hygiene routines • How to set realistic goals and persevere in achieving it • How to work well in a group and share success • What it means to be relaxed • How medicines work in the body • The different food groups • How to make healthy choices, specifically with snacks <p>The children will be able to:</p> <ul style="list-style-type: none"> • Explain where money comes from and understand its purpose • Explain the difference between spending and saving and know that it is important to save • Recognise and explain why it is important to keep money safe and begin to identify a number of ways in which to do this • Know how to keep a healthy lifestyle • Know how to maintain and manage physical, mental and emotional wellbeing • Keep themselves safe in different situations (familiar and unfamiliar)

<ul style="list-style-type: none"> • Christians believe Jesus rose again, giving people hope of a new life • Christians believe Jesus gives instructions about how to behave <p>The children will be able to:</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) • Give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter • Think, talk and ask questions about whether the story of Easter only has something to say for Christians, or if it has anything to say to pupils about sadness or hope 	<p>The children will be able to:</p> <ul style="list-style-type: none"> • Describe how plants need water, light, and suitable temperature to stay healthy • Describe how seeds and bulbs grow <p style="text-align: center;">Physical Education</p> <p>Gymnastics:</p> <ul style="list-style-type: none"> • Use prior learning to create a 4-element sequence using balance, rolling, jumping, rocking and spinning • How to create power in jumps • Explore taking weight on hands and in transitions • Explore their own flexibility • How to travel at different speeds • Explore how to do a teddy roll • Use a relevé walk in a sequence • Perform a dish and arch shape, moving smoothly from one to the other • Develop strength in a back support and crab • How to frog jump and lep frog • Hold an L-sit with a straight back • Bring rhythm and flow to a sequence <p>Hit, Catch, Run:</p> <ul style="list-style-type: none"> • Hit a ball and score points by running to cones • Defend a target by kicking • Bowl underarm with control • Hit a ball using different bats and techniques • Throw accurately at a base • Hit a ball into space, away from fielders <p>Dance:</p> <ul style="list-style-type: none"> • Use images to inspire a dance • Show feelings through dance • Create movements that show friendship • Create a solo dance with changes of direction and speed • Match movements to music • Choose a formation for a dance and explain choices 	<ul style="list-style-type: none"> • Explain basic personal hygiene routines and why we do them • Choose a realistic goal and think about how to achieve it • Show perseverance when tasks are difficult • Identify who they work well with • Discuss things that make them relaxed and stressed • Explain how to use medicines safely • Sort foods into the different food groups • Explain why healthy snacks are good for our body
Computing	History	Geography

<p>The children will know:</p> <ul style="list-style-type: none"> • A spreadsheet is a program that organises data in rows and columns • Each box in a spreadsheet is called a cell, and every cell has a unique name • Formatting tools can be used to change the way data looks • Images and numbers can be used in spreadsheets, and values can be assigned to images • Spreadsheets can use a range of mathematical operations to carry out calculations automatically • Data is information that can be collected, recorded and presented in different ways • A tally chart is a method of counting and recording data • Pictograms and bar charts are ways of presenting data visually • The difference between open and closed questions • A branching database uses Yes/No questions to organise and identify information <p>The children will be able to:</p> <ul style="list-style-type: none"> • Identify a cell by its name • Enter data into a cell • Use formatting tools to improve clarity and organisation of data • Insert images and assign them numerical values • Apply calculation tools to carry out operations in a spreadsheet • Collect simple data by asking questions and recording answers • Use tally charts to organise collected data • Create pictograms and bars charts to represent data • Follow a branching database to find an answer 	<p>The children will know:</p> <ul style="list-style-type: none"> • Transport changed significantly in Victorian times • Transport changes had a big impact on life and society in Britain • Who George Stephenson was and why he was significant <p>The children will be able to:</p> <ul style="list-style-type: none"> • Explain which transport Victorians used at the beginning and end of the era • Explain how the railways grew in Victorian times • Explain who George Stephenson was and why he was significant • Explain how this impacted on daily life 	<p>The children will know:</p> <ul style="list-style-type: none"> • The geographical characteristics of a village, town and city • What a village is • What urban, rural and coastal mean <p>The children will be able to:</p> <ul style="list-style-type: none"> • Locate Hanbury, Staithes and Birmingham on a map of the UK • Describe the way of life in a village compared to a coastal town or city • Use maps to locate places in the UK • Use a topography map to identify physical features of an area • Use photographs and maps to identify human features of an area • Compare three types of settlement • Use the 4 compass points
Music	Design and Technology	Art and Design
<p>The children will know:</p> <ul style="list-style-type: none"> • Some songs off by heart, identifying the chorus. • Songs have different musical style. • Music has a steady pulse, like a heartbeat. • How to add high and low sounds when singing and playing instruments. • That unison means singing together. • The importance of warming up our voices. • We can use our voices in different ways. • Some musical notes on the glockenspiel. • What improvisation is, and that it is not written down. • How to perform with an audience. 	<p>The children will know:</p> <ul style="list-style-type: none"> • How to design products that have a clear purpose • How to make a product, refining the design as work progresses • How to use tools safely • How to explore objects and designs to identify likes and dislikes of the designs • How to suggest improvements to existing designs • How to explore how products have been created <p>The children will be able to:</p> <ul style="list-style-type: none"> • Research products based on the design criteria 	<p>The children will know:</p> <ul style="list-style-type: none"> • Some artists create art to make people aware of good and bad things happening in the world around them • Art can be figurative or abstract • Artists and designers can create work to match a set of requirements; a 'brief' or 'commission' <p>The children will be able to:</p> <ul style="list-style-type: none"> • Mix to make tertiary colours • Make a paint colour darker or lighter (creating shades) in different ways

The children will be able to:

- Find the pulse of different songs.
- Use their voice to make different pitches.
- Sing in unison, making sure they follow a leader.
- Start to play tuned instruments that matches their musical ability.
- Begin to play in time with a steady pulse.
- Use call and response to help them with improvisation.
- Assess their own performance.

- Acquire/develop new skills which will be used to create and develop the final product
- Design a product based on the criteria and explain how they have ensured their structure is strong and stable
- Safely use a range of tools and equipment to perform practical tasks
- Explore and evaluate a range of existing products
- Evaluate their ideas and products

- Use brushes to dab, smooth, wash, brush, stipple and stroke
- Control paint and water to create different thicknesses
- Mix a variety of shades of a secondary colour
- Make choices about amounts of paint to use when mixing a particular colour
- Match colours seen around them
- Create texture using different painting tools