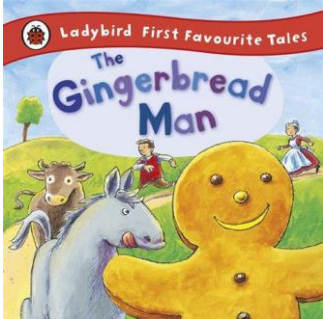

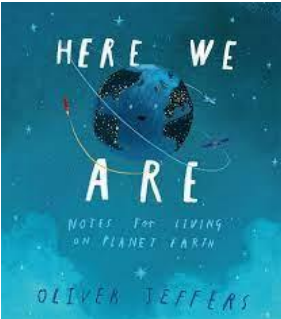


Inquiry question: Has childhood always been the same?

English	Our Key Texts	Maths
<p>This term our focus is on The Gingerbread Man As writers the children will:</p> <ul style="list-style-type: none"> • Use their phonics sounds to write sentences. • Retell familiar stories. • Write lists and labels. • Write captions. • Sequencing sentences to write sort narratives. • Joining words and clauses using ‘and’. • Begin to punctuate sentences using capital letters and full stops. • Begin to use capital letters for names of people and personal pronoun ‘I’. • Sequence events using time openers. 	<p>The Gingerbread Man</p>   	<ul style="list-style-type: none"> • Count, order and compare numbers to 10 using practical resources such as Numicon, counters etc. • Practically add and take away using numbers to 10. • Count, order and compare numbers to 20 using practical resources such as tens frames, Numicon, counters, part whole models. • Practically add and take away using numbers to 20
Science	Geography	Physical Education
<p>The children will know:</p> <ul style="list-style-type: none"> • The names of different every day materials including wood, plastic, glass, metal, water, and rock. • That materials have different properties. • Why materials are used for different purposes. • That similar items can be made out similar materials. • Scientific vocabulary to describe certain materials for example, hard/soft, flat/bumpy, stretchy/stiff, rough/smooth, shiny/dull, waterproof, absorbent. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Understand and talk about the difference between the material and the object. • Explain why certain materials are suited for a particular purpose. 	<p>The children will know:</p> <ul style="list-style-type: none"> • That there are many different types of maps, and they all show us different places. • Their own personal address. • That routes can be mapped out and planned. • The locality of their school (including other schools within the Trust). • Our school is called ‘The Vaynor’ First School and it is in Headless Cross, Redditch. • That every place has an address – it tells us where places are and helps letters/parcels arrive in the right place. • That aerial views show the world from above. 	<p><u>Game Skills-</u></p> <ul style="list-style-type: none"> • Develop co-ordination when throwing, catching, rolling and bouncing large balls. • Learn to move fluently, changing direction and speed easily and avoiding collisions. These skills will be applied in a range of paired and team games. <p><u>Dance-</u></p> <ul style="list-style-type: none"> • Explore how different body actions can show different moods and feelings. • Work in groups or partners to create short dances and begin to link actions to perform a sequence. • Make observations on how the body changes during exercise.

<ul style="list-style-type: none">• Compare and group materials based on their properties.	The children will be able to: <ul style="list-style-type: none">• Understand that we need to know the address or place name to find a place on a map.• Use simple features to read basic maps e.g., key, colours, or symbols.• Follow, describe and draw a route.• Identify human and physical features in our school grounds	
	Religious Education	Art and Design
	The children will know: <ul style="list-style-type: none">• That people belong to different communities.• That faith communities celebrate belonging with ceremonies.• That Christians believe in God, and that they find out about God in the Bible.• That Christians believe God is loving, kind, fair and forgiving, and also Lord and King. The children will be able to: <ul style="list-style-type: none">• Give examples of faith communities and other communities.• Give examples of ceremonies celebrated by faith communities.• Give examples of ways people show they love each other and belong to each other.• Identify what a parable is.• Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.• Give clear, simple accounts of what the story means to Christians.• Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.	The children will know: <ul style="list-style-type: none">• How to draw with a pencil/ tools to make marks including dots, dashes, scribbles, sweeping lines, wavy lines and straight lines.• How to add texture by using different tools for painting.<ul style="list-style-type: none">• How to draw with a coloured pencil, mostly keeping within the lines.• How to use different types of paint brushes: long, short, thick and thin.• How to mix primary colours to make secondary colours.• How to use natural materials to develop an idea.<ul style="list-style-type: none">• How to sketch using pencils, adding pressure to create detail.• How to use pastels/chalks/charcoal to draw lines with different thicknesses to make faint and soft lines by applying more pressure. The children will be able to: <ul style="list-style-type: none">• Name the primary colours and make secondary colours.<ul style="list-style-type: none">• Talk about how they have created and developed their work.• Talk about an artist and evaluate the artist’s work.• Draw a clear self-portrait using sketching. <ul style="list-style-type: none">• Add texture to their painting by using different tools and media. <ul style="list-style-type: none">• Create a final piece by using a range of mark-making techniques e.g., dots, dashes, straight/wavy lines.
Computing	Personal, Social and Health Education	Design and Technology

<p>The children will know:</p> <ul style="list-style-type: none"> • How to control direction and movement, including straight, forwards, backwards, turn. • How to give a set of instructions to follow and predict what will happen. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Move a programmable toy in different directions, by giving and following instructions. • Combine commands to follow a route. • Evaluate and improve my sequence. 	<p>The children will be able to:</p> <ul style="list-style-type: none"> • Explain why we need rules, beginning to think about democracy • Begin to explain how we look after the planet • Understand what to do when things are right/wrong, fair/unfair. 	<p>The children will know:</p> <ul style="list-style-type: none"> • How to hold scissors correctly. • The names of a variety of tools and materials. • How to choose appropriate tools and materials based on the design criteria. • How use different tools correctly and safely. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Research products based on the design criteria. • Use new skills to create and develop the final product. • Design a product based on the criteria. • Measure, mark out cut and shape a range of materials with support. • Assemble, join and combine materials and components using glue and masking tape- temporary. <p>Evaluate and improve the appearance of their product.</p>
Music	History	
<p>The children will know:</p> <ul style="list-style-type: none"> • The background of Mozart and Ronda Alla Turca. • How to listen intently and visualise the music. • An octave is made up of 8 notes. • A beat is played at the same pace. • How to play tuned and untuned percussion instruments. • How to play question and answer phrases. • Graphic notation is used to represent sounds. • When performing, how to develop a sense of confidence and ownership, respect other performers, maintain audience engagement, acknowledge applause. • How to provide constructive feedback. • How to evaluate their own compositions. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes, collectively and at the same pitch. • Listen to pieces of music from different traditions and cultures. • Create musical sounds and sequences. • Recognise how graphic notation can represent created sounds. • Explore and invent own symbols. 	<p>The children will know:</p> <ul style="list-style-type: none"> • What makes a family and that households are different. • That ‘The Vaynor’ is part of a family and a family of schools. • A family tree shows how different family members are related to each other and what their family tree looks like. • Their full date of birth. • People change as they grow older. • Some events happened a short time ago and some events occurred a long time ago. • What the terms ‘past, present and future’ mean. • All events can be ordered on a timeline. • About the toys that their parents and grandparents played with. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Create a timeline of their own life and significant events around this period and replicate with parents and grandparents. • Explain how they have changed since they were born. • Explain how toys have changed in their lifetime and their parents/grandparents. 	

<ul style="list-style-type: none">• Walk, move, clap a steady beat and use classroom percussion to maintain a steady beat.• Perform sensibly as part of a group in front of an audience.• Provide constructive feedback to others.• Evaluate their own performances.	<ul style="list-style-type: none">• Understand that families may be different and how their family members are related.	
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