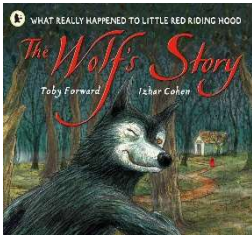



English	Our Key Texts	Maths
<p>Using the text 'The Wolf's Story', the children will:</p> <ul style="list-style-type: none"> • Give advice to the wolf on how to be good (letter) • Describe the wolf (wanted poster) • Persuading others of the wolf's innocence (recount) • Become judges charging the Wolf for his crimes • Write to inform (non-fiction about wolves) • Write instructions on how to catch a wolf • <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 to inform the villagers (letter) • Create our very own twisted tale 	<p>The Wolf's Story – Toby Forward Little Red Reading Hood – Lucy Rowland</p> <div data-bbox="875 288 1126 523">  </div> <div data-bbox="1160 272 1370 539">  </div>	<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 $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ 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"> • That Muslims believe there is only one God (Allah) • That the Qur'an is the holy book for Muslims • That there are Five Pillars of Islam • That Muslims believe that only Allah is worthy of worship. Worshipping anything or anyone else amounts to shirk, which is the greatest sin. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Explain some Muslim beliefs and that they believe in only one God • Give examples of how Muslims use the Shahadah to show what matters to them • Explain how the Qur'an should be stored and treated • Explain how and why Muslims pray <p>Spring 2 The children will know:</p> <ul style="list-style-type: none"> • That Easter is the most important celebration for Christians • That Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross • That Christians believe that Jesus rose again, giving people hope of a new life • That Christians celebrate Holy Week in churches 	<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 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>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 	<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)

<p>The children will be able to:</p> <ul style="list-style-type: none"> • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) • Explain why Easter is an important celebration for Christians • Give examples of how Christians celebrate Holy Week • Make links between new life and the belief in Jesus' resurrection 	<ul style="list-style-type: none"> • 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 style="text-align: center;">Physical Education</p> <p>Gymnastics:</p> <ul style="list-style-type: none"> • 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 leap 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>Send and Return:</p> <ul style="list-style-type: none"> • Stay on our toes to move quickly to the ball • Identify which hand is dominant in a game • Basic rules of serving to a partner • Develop agility and use it in a game • Use the correct grip to hit a self-fed ball • Use the ready position in a rally <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"> • Understand what an event is • Use an event to control an object • Understand what an algorithm is • Create a computer program that follows an algorithm • Create a program using a given design • Understand that algorithms follow a sequence • Design an algorithm that follows a timed sequence • Understand different objects have different attributes • How to refine searches using the Search tool • How to share work electronically • Have some knowledge and understanding about sharing more globally on the internet • Email is a communication tool and how we talk to others when they are not in front of us • Understand that information put online leaves a digital footprint or trail <p>The children will be able to:</p> <ul style="list-style-type: none"> • Create a program using code blocks • Use event, object and action code blocks • Explain that an algorithm is set of instructions • Describe the algorithms they have created • Explain that for the computer to make something happen, it needs to have clear instructions • Read blocks of code and predict what will happen • Create a program that uses a timer-after command and what it does • Create a computer program that includes different objects types • Open and send simple online communications in the form of email • Begin to think critically about the information they leave online • Identify steps to keep personal data secure • Explain what rows and columns are in a spreadsheet • Open, save and edit a spreadsheet • Use copying, cutting and pasting to help make spreadsheets 	<p>The children will know:</p> <ul style="list-style-type: none"> • Significant events and people during the Victorian period • What school life was like for a Victorian child • The difference between rich and poor families • What Redditch looked like in Victorian times <p>The children will be able to:</p> <ul style="list-style-type: none"> • Place the Victorian Era on a timeline, including significant events • Compare school life (Victorian to present day) • Explain how their lives differ to those of Victorian children • Compare Redditch in Victorian times to today 	<p>The children will know:</p> <ul style="list-style-type: none"> • The difference between physical and human features • How weather differs in relation to the location of the area of studies e.g. Galapagos Islands • Aerial views show specific landmarks from above, with a focus on Redditch landmarks • Recognise the symbols on a basic map • The four compass points • The capital cities of the 4 countries which make up the UK <p>The children will be able to:</p> <ul style="list-style-type: none"> • Identify physical and human features in a local environment (Redditch) and an area of a contrasting non-European country (Galapagos Islands) • Compare and contrast physical and human features of location above • Identify specific landmarks from an aerial perspective • Name and locate 4 capital cities of the UK • Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map
Music	Design and Technology	Art and Design
<p>The children will know:</p> <ul style="list-style-type: none"> • The background of Edvard Grieg and In the Hall of the Mountain King • How to listen intently and visualise the music 	<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 	<p>The children will know:</p> <ul style="list-style-type: none"> • How to use digital media to support their artwork • How to explore, mix and recreate colours and match colours for moods • Compare contrasting work by artists

<ul style="list-style-type: none"> • How a variety of instruments are played to create a certain mood • Incidental music is used as background music to a story or a play • How to change of temp and dynamics can help to tell a story • How to play tuned and untuned percussion instruments • The importance of creating a significant ending when composing • Graphic symbols, dot and stick notation can represent created sounds • When performing, how to develop a sense of confidence and ownership, respect other performers, maintain audience engagement, acknowledge applause • How to produce 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 in a variety of pitches • Sing with increasing voice control • Listen to live and recorded performances • Recognise a variety of instruments from the 4 sections of the orchestra • Be exposed to pieces of music from different traditions and cultures • Play a variety of tuned and untuned instruments with accuracy • Be aware of how the change of dynamic and tempo within a piece of music can help to tell a story • Understand the role of incidental music within a visual context • Understand how instruments are used to illustrate characters or settings • Recognise how graphic symbols, dot and stick notation can represent created sounds • 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"> • 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 • 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 	<ul style="list-style-type: none"> • That colours can be used for a purpose; to express mood/emotion/feeling • Sketching skills; add shading and tone using different thicknesses and layers of sketching with pencils • Sketch from 3D images, using different thickness of pencils <p>The children will be able to:</p> <ul style="list-style-type: none"> • Know how to shade and add tone with a pencil • Talk about emotions and mood related to colours • Mix colours for a desired effect • Create artwork to show mood/emotion by selecting relevant colours • Talk about the techniques they have used • Talk about an artist, compare and evaluate the artist's work
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