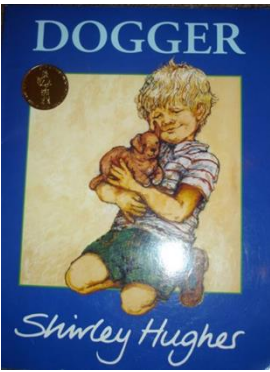
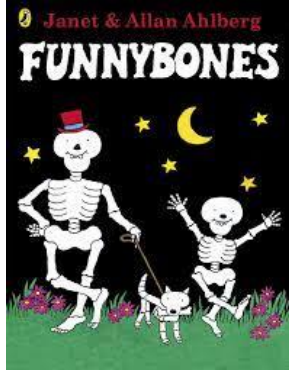


English	Our Key Texts	Maths
<p>This term our focus is on our town- Redditch and toys from the past.</p> <p><b>Narrative:</b> As story tellers the children will:</p> <ul style="list-style-type: none"> <li>Describe characters</li> <li>Write Lost posters</li> <li>Retell narratives from different points of view</li> <li>Write thank you letters</li> </ul> <p><b>Poetry:</b> As poets the children will:</p> <ul style="list-style-type: none"> <li>Explore language choices by authors</li> <li>Use vocabulary for different effects</li> </ul> <p><b>Non-fiction:</b> As information writers the children will:</p> <ul style="list-style-type: none"> <li>Write about how toys have changed over time</li> <li>Write labels and captions</li> <li>Use subheadings to organise information</li> </ul> <p>As tour guides the children will:</p> <ul style="list-style-type: none"> <li>Will write information texts about Redditch</li> <li>Recount events in order using time openers to sequence</li> <li>Recount a walk of the local area</li> </ul>	<p style="text-align: center;"><b>Our Key Texts</b></p> <p style="text-align: center;">Dogger- Shirley Hughes Funny Bones- Janet &amp; Allan Ahlberg</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p style="text-align: center;"><b>Maths</b></p> <p><b>To use and know numbers (Place Value within 50)</b></p> <ul style="list-style-type: none"> <li>Count on and back to 50</li> <li>Read and write numbers to 50 including words</li> <li>1 more and 1 less to 50</li> <li>Order and compare numbers to 50</li> </ul> <p><b>To multiply and divide</b></p> <ul style="list-style-type: none"> <li>Children begin counting in 2s</li> <li>Double numbers to 10</li> <li>Begin to group quantities (multiplication questions and problems)</li> <li>Counting in 5s</li> <li>Begin to group quantities (multiplication questions and problems), using CPA approach for 2x table.</li> <li>Children count in 10s and 5s – can they count objects grouped in these amounts?</li> <li>Solve one step problems involving 10x and 5x table using CPA approach</li> <li>Begin to share quantities involving division using CPA approach</li> </ul> <ul style="list-style-type: none"> <li>Begin to share by 2 – CPA approach making and drawing ‘division dots’</li> <li>Recognise sharing by 2 is halving</li> <li>Solve one step division problems involving sharing by 2</li> </ul>
Science	Geography	Physical Education
<p><b>Animals including Humans.</b> As scientists the children will:</p> <ul style="list-style-type: none"> <li>Identify and name different types of animals</li> <li>Identify and name animals in relation to what they eat (carnivores, herbivores and omnivores)</li> <li>Identify and name the basic parts of the human body</li> <li>Identify which parts of the body are associated with each sense.</li> </ul> <p><b>Seasonal changes</b> As scientists the children will:</p> <ul style="list-style-type: none"> <li>Know that Spring come after Autumn and Winter.</li> <li>Describe the weather associated with the different seasons.</li> <li>Compare and contrast seasons.</li> </ul>	<p>As geographers we will be learning about our local area. This will include:</p> <ul style="list-style-type: none"> <li>Use simple features to read basic maps e.g. key, colours or symbols.</li> <li>To make simple maps of the local area</li> <li>To identify a map of the United Kingdom and locate England, Ireland, Scotland and Wales.</li> <li>Understand where I live as part of the wider world.</li> <li>To recall facts about the local area</li> </ul>	<p><b>Gymnastics</b> As Gymnast the children will:</p> <ul style="list-style-type: none"> <li>Learn to travel in different ways and to use equipment safely</li> <li>To rock on different parts of our bodies</li> <li>Put a sequence of movements together</li> </ul> <p><b>Hit, Catch, run</b> As a team player the children will:</p> <ul style="list-style-type: none"> <li>To control balls effectively both hitting and catching</li> <li>To position ourselves effectively</li> <li>To begin to field</li> </ul> <p><b>Dance:</b> As Dancers the children will:</p> <ul style="list-style-type: none"> <li>To perform actions to well-known nursery rhymes</li> <li>To march in time to a beat and to turn whilst marching</li> <li>To perform a short dance including a canon</li> </ul>
	Religious Education	Art and Design
	<p>This term the children will be learning about Judaism. This will include learning about:</p> <ul style="list-style-type: none"> <li>Give examples of Jewish precious objects.</li> <li>Explain what a mezuzah is and why it is important to Jewish people.</li> <li>Explain how some Jewish people use a mezuzah.</li> </ul>	<p>As Artists the children will be focusing on the works of Henri Matisse. As artist the children will:</p> <ul style="list-style-type: none"> <li>Sketch with increased control.</li> <li>Make prints using paint and objects – to represent signs of Spring</li> </ul>

	<ul style="list-style-type: none"> <li>• Give examples of how Jewish people celebrate special times.</li> <li>• Retell the Jewish creation story.</li> <li>• Give examples of what Jewish people do on Shabbat.</li> <li>• Retell the story of Chanukah.</li> <li>• Give examples of what Jewish people do to celebrate Chanukah.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and create contrasts in colours e.g. black and white</li> <li>• Make tints and tones by colour mixing</li> <li>• Talk about an artist and evaluate the artist's work.</li> <li>• Talk about how they have created and developed their work.</li> <li>• Evaluate their own work</li> </ul>
<b>Computing</b>	<b>Personal, Social and Health Education</b>	<b>Design and Technology</b>
<p>In computing, the children will be developing their skills using Purple Mash.</p> <p>As programmers the children will:</p> <ul style="list-style-type: none"> <li>• Login safely and understand why this is important</li> <li>• Group and sort- sort objects by a criteria</li> <li>• Represent data in picture form</li> <li>• Use a pictogram to represent data</li> <li>• To follow and create simple instructions on the computer.</li> </ul>	<p>The children will be learning about their healthy lifestyles and emotions using Jigsaw.</p> <p><b>Dreams and Goals:</b></p> <ul style="list-style-type: none"> <li>• How to set simple goals</li> <li>• How to use stepping stones to reach a goal</li> <li>• How to work well with others</li> <li>• Different ways to tackle a challenge</li> <li>• Obstacles and how to overcome them</li> </ul> <p><b>Healthy me:</b></p> <ul style="list-style-type: none"> <li>• To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</li> <li>• To know how to make healthy lifestyle choices</li> <li>• To know how to keep myself clean and healthy, and understand how germs cause disease/illness</li> <li>• To know that all household products including medicines can be harmful if not used properly</li> <li>• To understand that medicines can help me if I feel poorly and I know how to use them safely</li> <li>• To know how to keep safe when crossing the road, and about people who can help me to stay safe</li> <li>• To tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</li> </ul>	<p>As designers the children will be designing and making a freestanding structure- A toy garage with a ramp for a toy car.</p> <p>The children will be developing their skills of:</p> <p><b>Investigate:</b></p> <ul style="list-style-type: none"> <li>• To research products based on the design criteria.</li> <li>• To acquire/develop new skills which will be used to create and develop the final product.</li> <li>• To identify free standing structures and explain how they know they are freestanding.</li> <li>• To identify similarities and differences in free standing structures.</li> </ul> <p><b>Create:</b></p> <ul style="list-style-type: none"> <li>• To safely use a range of tools and equipment to perform practical tasks – cutting</li> <li>• Assemble, join and combine materials and components using glue and masking tape- temporary.</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products.</li> </ul>
<b>Music</b>	<b>History</b>	
<p>As musicians children will be exploring the music : Mars (the first movement of The Planets Suite) Composer: Gustav Holst</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p>As historians the children will explore the enquiry question- <b>How have toys changed over time?</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• Recognise and compare old and new toys.</li> <li>• Describe features of different toys.</li> <li>• Explain how toys have changed over time</li> <li>• Explain how toys have changed in their lifetime and their parents/grandparents.</li> <li>• use different sources to find about toys from the past.</li> <li>• Find out about the local History- needle making- Forge Mill</li> </ul>	