

SUBJECT	
LITERACY	<p>There's a Pharaoh in the Bath!</p> <p>Reading : to re-tell main points of story in sequence, to refer to significant aspects of the text to distinguish between 1st and 3rd person accounts, to consider credibility of events, to discuss (i) characters' feelings; (ii) behaviour; (iii) relationships, referring to the text and making judgements, to compare and contrast works by the same author, to be aware of authors and to discuss preferences and reasons for these, to read examples of letters written for a range of purposes, to summarise orally in one sentence the content of a passage or text</p> <p>Writing : to plot a sequence of episodes modelled on a known story, as a plan for writing; to write openings to stories or chapters linked to or arising from reading; to write a first person account, to write more extended stories, to write book reviews for a specified audience, to write letters, notes and messages linked to work in other subjects, to use IT to bring to a published form, to experiment with recounting the same event in a variety of ways, to summarise in writing the content of a passage or text and the main point it is making, to use awareness of grammar to decipher new or unfamiliar words, to identify pronouns, to ensure grammatical agreement in speech and writing of pronouns and verbs, to use speech marks, to know how sentences can be joined in more complex ways, to investigate how words and phrases can signal time sequences, to become aware of the use of commas in marking grammatical boundaries, to use independent spelling strategies, to use the apostrophe to spell further contracted forms, eg <i>couldn't</i>, to collect synonyms</p> <p>Speaking and Listening Listen to a story and retell the main points, Discuss significant aspects of the text and how language is used to create effect, Understand characters through role-play.</p> <p><i>Instructions(2wks)</i> Analyse varied instructional texts, revising key organisational features and identifying language conventions. Plan and orally rehearse instructional sequences. Record a process and use this to draft instructional texts. The teacher demonstrates how to write an instructional text. Children revise and finalise draft texts, evaluating their effectiveness as instructional sequences.</p>
NUMERACY	<p>Counting, partitioning and calculating Securing number facts, understanding shape Handling data and measures Calculating, measuring and understanding shape Securing number facts, relationships and calculating</p>
I.C.T.	<p>Children will explore & develop musical ideas by using ICT and other methods. They will use simple music software, tape recorders & a keyboard to compose, collect & communicate their musical ideas. They will amend & modify their work to explore various musical & sound effects, & use ICT to create, organise & record sounds. Researching www.</p> <p>INTERNET SAFETY</p>
MUSIC	<p>The development of the singing voice and musical skills (listening skills, aural memory and physical skills) Developing children's ability to create, combine and perform rhythmic and melodic material. Children develop their understanding of how instruments can be used to accompany songs. Develop understanding of how instruments can be used to accompany songs. Explore a variety of accompaniment devices, select appropriate phrases & patterns, & practise & rehearse towards a final class performance. (RAP)</p>
SCIENCE	<p><i>Rocks & Soils-</i> Recognise that underneath all surfaces is rock which they may not be able to see, that rocks get broken down into pebbles & soils which we can often see, & that there are different sorts of rock with different characteristics. Experimental and investigative work focuses on: considering whether a test is fair measuring volumes of liquids using appropriate apparatus making comparisons drawing & suggesting explanations for conclusions about rocks & soils, collect evidence to test ideas, & to recognise hazards and risks.</p>
History	<p><i>Ancient Egypt</i> Children find out about the way of life of people living in ancient Egypt from archaeological discoveries. Children will develop their understanding of characteristic features of a society; identify the different ways the past is represented; and use sources of information to make simple observations, inferences and deductions.</p>

PSHE	Learn about their responsibility to respect other people's property, & property where there is shared use such as school grounds. Think about & discuss the consequences of crime, to empathise with victims, to consider punishment & the value of respecting shared or public property. Explore the concept of taking responsibility for property in the community by working in groups to formulate ideas & devise strategies to improve the local area. Develop skills of sharing opinions & explaining views on issues that affect themselves & society.
P.E	Swimming. Tuesdays Gym Core Task Dance Core Task Round the clock
R.E	Hinduism- What do Hindus believe about God?
Art	Develop understanding of shape, form, texture & the sensory qualities of materials. Make Canopic jars
MFL French	Children continue to learn to introduce themselves, greet others and say how they are. They begin to respond to and ask questions about name and age. They begin to recognise some letter names in French. Numbers 1 to 10 They understand that French is spoken in France and elsewhere. Learn traditional songs.