

MATHEMATICS

Multiplication and Division: use of mental and written multiplication and division strategies to multiply and divide 2 digits by 1 digit numbers.
Length and Perimeter: measure and compare lengths in mm, cm and m; measure and calculate perimeter.
Fractions: compare and order unit and non-unit fractions; use of a number line to find fractions.
Mass and Capacity: measure mass in g and kg; measure capacity and volume in ml and l.
Maths Investigations: problem solving activities linked to the weekly maths learning.

SCIENCE

Animals, including humans: covering aspects such as nutrition; skeletons and muscles for support and movement.
Plants: identifying the functions; requirements of plants for life and growth and transportation of water in plants.

GEOGRAPHY

Revision: continents, poles, oceans; human and physical features.
Landmarks of the world: role of UNESCO in protecting world heritage sites; learn about world landmarks; the negative and positive impact of tourism.

COMPUTING

Online safety: Learn about self- Image and identity and how to make the correct decisions on- line; Online relationships and building an awareness of our on- line reputation.
Creating Media- Desktop publication: Use desktop publishing software to make a template for a magazine cover.
Programming- Sequence in Music: An introduction to a selection of motion, sound, and event blocks which children will use to create their own programs, featuring sequences.

MUSIC

Maya: Pupils will explore dynamics, tempo, duration, texture, timbre, pitch and structure using the ancient Maya civilisation as a stimulus for listening, performing and composing.
Singing: Children will develop their singing skills including solo singing, small group and as part of a larger choir.
Playing the recorder: Building confidence and adding notes.

FRENCH

All about Me: introductions and how are you?
Colours
Food
Consolidating number and greetings.

(French day: 20.2.26)

ENGLISH

Instructions: recognise language and organisational features, plan, structure and write instructions.
Discussion: recognise language and organisational features, plan, structure and write discussion texts.
Speaking and Listening: opportunities for role-play, drama and class discussion.
Fiction: Creative writing and language activities linked to stories from other cultures which may include: '*The Butterfly Lion*' by Michael Morpurgo.
Poetry: Performance poetry.
SPAG: weekly grammar, spelling and punctuation activities.
Comprehension skills: regular discussion and activities based on class texts as well as small group guided reading sessions.

Ancient Maya

DESIGN AND TECHNOLOGY

Textiles: Design and make a pencil case using fabric and basic stiches.

PSHEE

As a school, we are following the SCARF scheme for our PSHEE planning and teaching.
Keeping Safe: Identifying and responding to risks, safe use of medicines, alcohol and cigarettes.
Rights and Respect: Helping others, volunteering, managing money, taking care of the environment.

HISTORY

The Ancient Maya: Set the Ancient Maya civilisation in time (timelines) and place (map work); food and the importance of farming; homes and clothing; key figures and rulers; inventions and innovations; beliefs of the Ancient Maya; reasons for civilisation decline.

PHYSICAL EDUCATION

Swimming: Follow the STA Swimming programme.
Tag Rugby: Developing skills of sending, receiving, striking and travelling; tackling and defending; play small-sided games.
Gymnastics: Developing key gymnastic skills of travelling, balancing, jumping for fluent movement.

ART

Maya Prints: study of Maya printed patterns, create repeated one-colour prints.
Frida Kahlo: study of Frida Kahlo's self-portraits.

RE

What do Christians mean by 'being saved'?
Recognise the importance of Easter to Christians as the 'big story' of the Bible and make links to life in the world today.
What do people of faith believe about God?
Explore how Muslims view Allah and how the words of Allah are represented in the Qu'ran. Compare similarities and differences with the Christian view of God.