

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
ENGLISH	<p><u>"Pumpkin Soup" by Helen Cooper</u></p> <p>Use the present and past tenses correctly and consistently. Learn how to use both familiar and new punctuation correctly. Express ideas about a character using evidence from the text to justify viewpoint. Use conjunctions to link ideas together. Use a story map to tell a story with a clear structure</p>		<p><u>London Landmarks</u></p> <p>Know capital letters are used for the names of places and people. Know what a non-fiction text is and that are structured in different ways. Understand that we can write for different purposes. Begin sentences in different ways to interest the reader. Use conjunctions to make our sentences more detailed. Use suffixes er, est in adjectives – tallest, largest, busiest. Learn how to use sentences with different forms: statement, question, exclamation, command. Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>		<p><u>Winter poetry – "What is a star?"</u></p> <p>Expand noun phrases for description and specification. Use metaphors and similes to create exciting imagery. Use adventurous and wide-ranging vocabulary and to make careful vocabulary choices. Recite poetry Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently. Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss favourite words and phrases, continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>		<p><u>"Jack Frost" by Kazuno Kohara</u></p> <p>Use apostrophes to mark singular possession in nouns e.g. Jack's hat flew off his head. Distinguish between homophones and near-homophones. Know what makes a good character description. Describe a character and how they move/speak/behave.</p>
	<p><u>Place Value</u></p> <p>Count in steps of 2, 3, and 5 from 0 and in tens from any number, forwards</p>	<p><u>Multiplication</u></p> <p>Recall and use multiplication facts for the 2, 5 and 10x tables, recognising</p>	<p><u>Multiplication</u></p> <p>Calculate mathematical statements for multiplication and</p>	<p><u>Division</u></p> <p>Looking at pictorial representations of division.</p>	<p><u>Division</u></p> <p>Using grouping as a method to solve</p>	<p><u>Fractions</u></p> <p>Finding $\frac{1}{2}$ and $\frac{1}{4}$ of shapes and numbers.</p>	<p><u>Shape</u></p> <p>Compare and sort common 2D shapes and everyday objects. Compare and sort</p>

<p>MATHS</p>	<p>and backwards. Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a 2 digit number. Compare and order numbers from 0 up to 100 using \leq and \geq and = signs .</p>	<p>patterns. Recognising multiplication as repeated addition e.g. 4×2 is the same as $2+2+2+2$ or $4+4$. Looking pictorial representations of multiplication. Looking at the relationship between which number comes first. Shape Identify and name common 3D shapes. Describe properties of 3D shapes using mathematical language.</p>	<p>write them. Solve problems involving multiplication using materials, arrays, repeated addition, mental methods and facts including problems in context. Learning what happened when we multiply a number by 0. Time Introduce reading the time quarter to.</p>	<p>Learning about which number comes first in a number sentence and why it is important. Sharing practically.</p>	<p>division problems. Beginning to use our division facts to help us solve division problems. Looking at the inverse of division to help us check our answers.</p>	<p>Looking at how to find $\frac{1}{2}$ of shapes and numbers. Relating finding fractions of numbers to sharing (division).</p>	<p>common 3D shapes and everyday objects. Identify and describe the properties of 2D shapes including the number of sides and lines of symmetry in a vertical line. Identify and describe the properties of 2D shapes including the number of edges, vertices and faces. Time Recap reading the time to 15 minute intervals.</p>
<p>SCIENCE</p>	<p><u>Living things and their habitats</u> Look at contrasting habitats such as the ocean, desert, polar regions, rainforest and recognise how these habitats meet the needs of the</p>	<p><u>Living things and their habitats</u> Carry out a simple enquiry. Know that mini-beasts prefer habitats that provide for their</p>	<p><u>Living things and their habitats</u> Carry out a simple enquiry and then collect evidence to answer a question.</p>	<p><u>Living things and their habitats</u> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and</p>	<p><u>Materials</u> Explain what scientists mean by the word material. Name some different materials. Describe some properties of</p>	<p><u>Materials</u> Explain why an object is made from a particular material. Understand that objects are made from certain materials because of the properties of</p>	<p><u>Materials</u> Carry out a simple enquiry. Know which fabric is best suited to a particular purpose.</p>

	living things there.	needs.		identify and name different sources of food	common materials.	the material.	
COMPUTING	<p>Programming Use technology to create, organise and manipulate digital content Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Understand that programs execute by following precise and unambiguous instructions</p>						
PSE	<p>Getting on and falling out Know what being a good friend means Know ways to work well in a group Understand how our actions affect others and know how we would like to be treated Know that people don't always see things the same way – see things from another point of view Think of ways to deal with conflict Understand why we feel angry and know ways to deal with difficult feelings</p>						
R.E.	<p>Festivals of Light Identify the main features of the Diwali story. To Know why Hanukkah is an important festival. Know how Hanukkah is celebrated. To know the significance of light for Christians at Christmas. Know the meaning of some of the symbols of advent. Know some of the ways that Christmas is celebrated throughout the world.</p>						

<p>THEMATIC CURRICULUM</p>	<p>Geography</p> <p>Name and locate the four countries in the UK, their capital cities and the surrounding seas.</p>	<p>Geography</p> <p>Identify and describe the human and physical features of London.</p>	<p>Geography</p> <p>Describe a simple route.</p> <p>Identify different London landmarks and where they are along the River Thames.</p>	<p>DT</p> <p>Investigate packaging – identify common features.</p> <p>Discuss preferences and choices.</p>	<p>DT</p> <p>Follow design criteria. Make a design for package thinking about how to make it appealing.</p>	<p>DT</p> <p>Construct box following design criterion.</p>	<p>D.T.</p> <p>Evaluate a product and design. Bake biscuits that will fit in the box.</p>
<p>P.E. AND GAMES</p>	<p><u>Gymnastics</u></p> <p>Jump from two feet to two feet. Link three jumps effectively.</p>	<p><u>Gymnastics</u></p> <p>Know how the size and direction of a jump. Know how speed of a jump can affect it.</p>	<p><u>Gymnastics</u></p> <p>Use different ways of travelling on apparatus, make a four jump sequence.</p>	<p><u>Gymnastics</u></p> <p>Look at star, tuck, crouch and half turn jumps. Investigate different finishing jumps.</p>	<p><u>Gymnastics</u></p> <p>Improve their work using information they have gained from listening, watching and investigating.</p>	<p><u>Gymnastics</u></p> <p>Create and perform short linked sequences that show a clear beginning, middle and end. Show contrasts in speed, level and direction.</p>	