

English

Kapok Tree by Lynne Cherry

POR- Mouse,bird,snake and wolf- David Almond

Poetry	determiners
Story maps	conjunctions
Instructions	inverted commas
Writing in role	fronted adverbials
Character descriptions	nouns, adjectives
Narrative descriptions	adverbs
Diary Entry	prepositions

Maths

Number, place value and sequences
Addition and subtraction
Place value in money and finding change
Area, perimeter, co-ordinates
Capacity
Fractions, decimals and length
Place value, decimals and written addition
Multiplication and division
Shape, angles and symmetry
Time, data and graphs
Using and applying

Science (Cross curricular Outdoor learning habitats)

Living Things and their Habitats.

Can I recognise that living things can be grouped in a variety of ways?
Can I explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment?
Can I recognise that environments can change and that this can sometimes pose dangers to living things?

Animals Including Humans

Can I identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat?
Can I identify that humans and some other animals have skeletons and muscles for support, protection and movement?

Art- Texture/ Pattern and experimenting collage.
Drawing rainforest animals.

Artists in History- Henri Rousseau

Design Technology

To be able to design, make and evaluate different bean bags- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, joining and finishing], accurately. textiles

Technical Knowledge:- Understand and use mechanical systems in their products. Moving mechanisms- information books.

Cooking and Nutrition

Seasonal Food, fruits from the rainforests

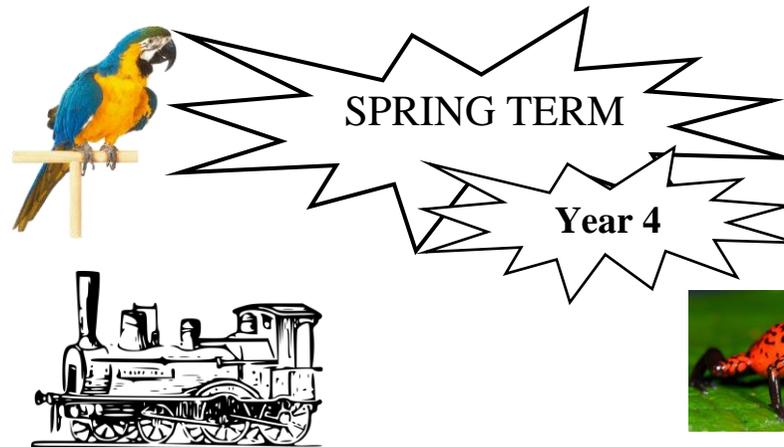
Geography- Rainforests

Can I identify/locate countries and continents of the world?
Can I identify where the rainforests are what they are like?
Can I understand the climates of the rainforests? (graphs and charts – cross curricular maths)
Vegetation belts

Can I understand and describe who lives in the rainforest and what their lives are like?
Can I explain why rainforests are under threat and what can we do/

History- Can I study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- **The Railway Revolutions**

Can I find out what transport in Britain was like before the Industrial Revolution, and why it needed to be improved?
Can I find out about the invention of the steam engine, and its effects on the transport of raw materials and goods?
Can I explain why it was difficult for over ground railway lines to extend into the centre of London?



Music

Glockenspiel Stage 1
Benjamin Britten- There was a monkey

SMSC

Going for Goals
Good to be Me

PE Games -skipping

Dance Composing and Performing-
Acquiring and Developing Skills
Selecting and Applying Skills, Tactics and Compositional Ideas
Evaluating and Improving
Performance- rainforest dance

Computing -Big Robots-

CS4 - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

CS5 - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

CS6 - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

My First Programs- Scratch

RE- Unit 3.2 Faith Founders

Can I identify key events in the lives of faith founders?

Can I give examples of the teaching of a faith founder

Can I give examples of beliefs and values from different faiths and consider how they influence rules for living.

St David's/ St Patricks Day (British values)

Easter