



| Year 2017-18 | English | Maths | Science | Geog | History | ICT | RE | PE | Art | DT | Music |
|---|--|---|--|---|---|--|--|---|--|--|--|
| <p>Autumn One & Autumn Two</p> <p>Magic & The Magic of Christmas</p> | <p>As writers we will:</p> <p>Grasshoppers: -Learn to use the characteristic features of: *Instructions *Character and Setting descriptions *Descriptive Poetry *Narratives (based on traditional stories) *Letters *Labels, lists and captions -The children will also learn to: *Plan their ideas by sharing them aloud *Write, review and improve *Describe using well-chosen adjectives *Use nouns, pronouns and adverbs *Reread work for sense *Use the correct tenses *Organise work based on its purpose *Group related information into paragraphs *Join sentences with conjunctions *Vary sentence openers *Form lower case and capital letters correctly and consistently *Begin to join some letters *Use correct spacing between words *Spell the common exception words and word containing the 40+ phonemes taught *Use some prefixes and Suffixes</p> | <p>As mathematicians we will:</p> <p>Grasshoppers Completion of Book 1C: *Addition and Subtraction -Recognise, read and write numbers from 21 to 40 and the corresponding numbers in words and concrete representation -count within 40 by making tens first -Recognise and interpret sentences associated with tens and ones -Represent numbers as tens and ones in a place value chart using concrete representations -Write numerals given a set of concrete representations with or without place value charts -Compare numbers to 40 with or without concrete representations -Arrange numbers in ascending and descending order -Use the language of: smaller than, greater than, greatest, smallest, more than and less than -Add a 2-digit and 1-digit; 2-digit and 2-digit (with and without regrouping) -Use and apply the 'counting on', 'number bond' and 'making ten' strategies to add -Subtract 1-digit from a 2-digit and a 2-digit from a 2-digit number (with and without regrouping) -Use the 'counting back', 'taking away' and 'number bond' strategies of subtraction -add three 1-digit numbers -Solve 1-step word problems with addition or subtraction -Apply all taught concepts of addition and subtraction *Multiplication -Relate repeated addition and groups of items to the concept of multiplication and show it using concrete representations -Write repeated addition sentences as multiplications and match multiplications to the correct situation -Understand multiplication number sentences as: the first factor refers to the number of groups and the second factor as</p> | <p>As scientists we will:</p> <p>Grasshoppers: Working Scientifically (magical investigations) -Ask simple questions. -Observe closely, using simple equipment. -Perform simple tests. -Identify and classify. -Use observations and ideas to suggest answers to questions. -Gather and record data to help in answering questions. Materials: Identify and compare the suitability of a variety of everyday materials, including: wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out about how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Dragonflies: Light and Colour: -Recognise that they need light in order to see things and that dark is the absence of light. -Notice that light is reflected from surfaces. -Recognise that light from the sun can be dangerous and that there are ways to protect their eyes -Recognise that shadows are formed when the light from a light source is blocked by a solid object. -Find patterns in the way that the size of shadows changes. Magical Investigations Dragonflies: -Ask relevant questions. -Set up simple, practical enquiries and comparative and fair tests. -Make accurate</p> | <p>As Geographers we will:</p> <p>Grasshoppers: Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Dragonflies: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> | <p>As Historians we will explore:</p> <p>Grasshoppers: Use artefacts, pictures, stories, online sources and databases to find out about the past. Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past/present. Use dates where appropriate. Dragonflies: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Compare some of the times studied with those of other areas of interest around the world. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> | <p>As Information technologists we will:</p> <p>Grasshoppers: - Control when drawings appear and set the pen colour, size and shape. -Understand online risks and the age rules for sites. -Use a range of applications and devices in order to communicate ideas, work and messages. Use simple databases to record information in areas across the curriculum. Dragonflies: -Control the shade of pens. -Give examples of the risks posed by online communications. - Understand that comments made online that are hurtful or offensive are the same as bullying. -Understand how online services work. Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. Devise and construct databases using application</p> | <p>As theologians we will:</p> <p>Grasshoppers: (Christianity) -Read and explore Bible stories that involve kindness and how this links to the behaviour of Christians -Explore the teachings of Jesus and answer questions like 'What did Jesus teach?' and 'Is it possible to be kind to everyone all of the time?' -Reflect on the Christmas story and the importance of Jesus' birth for Christians -Understand the concept of incarnation and explore the question 'Why do Christians believe that God gave Jesus to the world?' Dragonflies: (Christianity) -To reflect on whether Christmas has lost its true meaning -To think about the Bible and whether it has lost its meaning -To look at religion as the most important influence and inspiration in a Christian's life (Hinduism) -To recognise the</p> | <p>We sportspeople we will:</p> <p>Grasshoppers: *Boot Camp *Mighty Movers *Multi-Skills *Ugly Bug Ball Dance</p> <p>Dragonflies: *Boot Camp *Mighty Movers *Multi-Skills *African Dance -Throw and catch with control and accuracy. -Strike a ball and field with control. -Choose appropriate tactics to cause problems for the opposition. -Follow the rules of the game and play fairly. -Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). -Pass to team mates at appropriate times. -Lead others and act as a respectful team member. Dance -Plan, perform and repeat sequences. -Move in a clear, fluent and expressive manner. -Refine movements into sequences. -Create dances and movements that convey a definite idea. -Change speed and levels within a performance.- Develop physical strength and suppleness</p> | <p>As artists we will:</p> <p>Grasshoppers: -Respond to ideas and starting points. -Explore ideas and collect visual information. -Explore different methods and materials as ideas develop -Draw lines of different sizes and thickness. -Colour (own work) neatly following the lines. -Show pattern and texture by adding dots and lines. -Show different tones by using coloured pencils. -Use a combination of materials that are cut, torn and glued. -Sort and arrange materials. -Mix materials to create texture. Dragonflies: -Develop ideas from starting points throughout the curriculum. -Collect information, sketches and resources. -Adapt and refine ideas as they progress. -Explore ideas in a variety of ways. -Comment on artworks using visual language. -Select and arrange materials for a striking effect. -Ensure work is precise. -Use colling, overlapping, tessellation, mosaic</p> | <p>As designers we will:</p> <p>Grasshoppers: -Design products that have a clear purpose and an intended user. -Make products, refining the design as work progresses -Explore objects and designs to identify likes and dislikes of the designs.-Suggest improvements to existing designs. -Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. -Cut materials safely using tools provided. -Measure and mark out to the nearest centimetre. -Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). -Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen Dragonflies: -Design with purpose by identifying opportunities to design. -Make products by working efficiently (such as by carefully selecting materials). -Refine work and techniques as work progresses, continually evaluating the product design -Improve upon</p> | <p>As musicians we will:</p> <p>Grasshoppers: -Take part in singing, accurately following the melody. -Follow instructions on how and when to sing or play an instrument. -Make and control long and short sounds, using voice and instruments. -Imitate changes in pitch. Dragonflies: -Sing from memory with accurate pitch. -Sing in tune. -Maintain a simple part within a group. -Pronounce words within a song clearly. -Show control of voice. -Play notes on an instrument with care so that they are clear. -Perform with control and awareness of others -Create repeated patterns with a range of instruments. -Create accompaniments for tunes.</p> |

| | | | | | | | | | | | |
|--|---|---|---|--------------------------------|---------------------------------------|--|--|--|---|---|------------------------------|
| | <p>*Use some spelling rules</p> <p>*Correctly write sentences dictated by the teacher</p> <p>*Use capital letters for people, places, etc.</p> <p>*Use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</p> <p>*Write statements, questions, exclamations and commands.</p> <p>*Use extended noun phrases to describe and specify</p> <p>*Use subordination and coordination</p> <p>*Discuss work and read it aloud</p> | <p>the number of items in each group</p> <p>-Use taught methods to solve a range of problems and complete reasoning tasks involving multiplication</p> <p>Book 1D</p> <p>*Division</p> <p>-Use concrete representations to show division as 'sharing equally' and use the strategy of distributing items equally into each group</p> <p>*Time</p> <p>-Use the term o'clock</p> <p>*Numbers to 100</p> | <p>measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>-Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>-Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>-Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>-Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p> <p>-Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>-Use straightforward, scientific evidence to answer questions or to support their findings.</p> | | | <p>s designed for this purpose in areas across the curriculum.</p> | <p>importance and meaning of Diwali in the Hindu faith</p> <p>-To explore whether celebrating Diwali brings a feeling of belonging to a Hindu child</p> <p>-Exploring the role of worship in bringing Hindus closer to their God</p> | <p>by practising moves and stretching.</p> | <p>and montage.</p> <p>-Use different hardnesses of pencils to show line, tone and texture.</p> <p>-Annotate sketches to explain and elaborate ideas.</p> <p>-Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>-Use shading to show light and shadow.</p> <p>-Use hatching and cross hatching to show tone and texture.</p> | <p>existing designs, giving reasons for choices.</p> <p>-Choose suitable techniques to construct products accurately and safely by selecting appropriate tools.</p> <p>-Measure and mark out to the nearest millimetre.</p> <p>-Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>-Select appropriate joining techniques.</p> | |
| <p>Spring One & Spring Two</p> <p>Back to the Future</p> | <p>As writers we will:</p> | <p>As mathematicians we will:</p> | <p>As Scientists we will:</p> | <p>As Geographers we will:</p> | <p>As Historians we will explore:</p> | <p>As Information technologists we will:</p> | <p>As theologians we will:</p> | <p>We sportspeople we will:</p> | <p>As artists we will:</p> | <p>As designers we will:</p> | <p>As musicians we will:</p> |
| <p>Summer One & Summer Two</p> <p>Under the Sea/Ocean</p> | <p>As writers we will:</p> | <p>As mathematicians we will:</p> | <p>As Scientists we will:</p> <p>-</p> | <p>As Geographers we will:</p> | <p>As Historians we will explore:</p> | <p>As Information technologists we will:</p> | <p>As theologians we will:</p> | <p>We sportspeople we will:</p> | <p>As artists we will:</p> | <p>As designers we will:</p> | <p>As musicians we will:</p> |

