

<b>Blooms</b>		
What is the best way to travel: walking, car or by rocket? Why?		
<b>Writing</b>  Genre: recount	<ul style="list-style-type: none"> <li>• Recount Texts.</li> <li>• Write a recount of a journey based on the story of The Way Back Home.</li> <li>• Chronological order.</li> <li>• Eye witness statements.</li> <li>• Handwriting -correct formation of cursive lower-case and capital letters.</li> </ul>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>• The Way Back Home by Oliver Jeffers.</li> <li>• Selection of other stories by Oliver Jeffers.</li> <li>• Phonics.</li> <li>• Recap Phase 3 and begin Phase 5</li> </ul>	
<b>SPAG</b>	<ul style="list-style-type: none"> <li>• Capital letters and full stops.</li> <li>• Adjectives.</li> <li>• Suffixes- add <i>s</i> and <i>es</i> to create plurals.</li> <li>• Add <i>-ing</i> and <i>-ed</i> to verbs.</li> <li>• Compound words.</li> <li>• Proof reading sentences.</li> <li>• Capitals for proper nouns.</li> </ul>	
<b>Mathematics</b>  (including arithmetic)	<p><b>Arithmetic:</b></p> <ul style="list-style-type: none"> <li>• Count in 2s, 5s and 10s.</li> <li>• Know number bonds to 10 and 20.</li> <li>• To halve numbers by finding the number between two numbers.</li> <li>• Know addition and subtraction facts to 10 and 20.</li> <li>• To add 2 single digit numbers.</li> <li>• To subtract 2 single digit numbers.</li> </ul> <p><b>Place Value and Number:</b></p> <ul style="list-style-type: none"> <li>• To double and halve numbers to 10 and 20.</li> <li>• To be able to draw a bar model and part, part, whole model for numbers bonds to 10 and 20 and show the relevant equation.</li> <li>• To know 1 more or 1 less for numbers to 30.</li> <li>• To compare numbers to 30 using the greater than, less than and 'is equal to' signs.</li> <li>• To partition numbers into tens and ones for numbers to 30/50.</li> <li>• To add and subtract a single digit number to/from a double digit number.</li> </ul>	
<b>Religious Education</b>	<p><b>Blooms Big question: How does it feel to belong?</b></p> <ul style="list-style-type: none"> <li>• What does it mean to belong to a faith community?</li> <li>• How and why do we celebrate special and sacred times?</li> <li>• What makes time special for you?</li> <li>• What communities do we belong to?</li> <li>• Why symbols are important in faith communities and what symbols do we know?</li> </ul>	<p><b>English opportunities:</b></p> <p>What is more important: giving gifts or receiving gifts? Why do we give gifts at Christmas? How do Christians celebrate Christmas? Write the Christmas Story.</p>
<b>Science</b>	<p><b>Animals - their different types and features:</b></p> <ul style="list-style-type: none"> <li>• Identify and name a range of different animals - amphibians, reptiles, mammals, birds and fish and to know the differences between them.</li> <li>• Know what animals are carnivores, herbivores and omnivores.</li> <li>• Look at pet care and how we need to care for our pets. Also have an awareness of animals that could be pets or could not.</li> <li>• Know the work of a famous scientist - Sir David Attenborough.</li> </ul>	<p><b>Mathematics:</b> shape, size, creating pictograms for their pets.</p> <p><b>English:</b> write facts about a type of animal; make a page for a non-fiction book; list the food that herbivores eat; create a fact file for Sir David Attenborough.</p>

<p><b>DT</b></p>	<p><b>Healthy Eating: What does it mean to eat healthily?</b></p> <ul style="list-style-type: none"> <li>• Plan, design and create a healthy meal.</li> <li>• Identify foods which are not healthy.</li> <li>• Nutritional information.</li> </ul> <ul style="list-style-type: none"> <li>• Create animals using junk modelling (links to Science).</li> </ul>
<p><b>Music</b></p>	<p><b>Christmas songs - Performance Skills.</b></p> <ul style="list-style-type: none"> <li>• Appreciate different styles of music (hip hop, baroque). Sing versions of 'Into the Groove' in a variety of styles.</li> <li>• Develop understanding of beat and rhythm.</li> <li>• Be able to clap, sing and play in time to a steady beat.</li> <li>• Body percussion.</li> </ul>
<p><b>PE</b></p>	<p><b>Ball skills</b></p> <ul style="list-style-type: none"> <li>• learn send and receive skills and techniques</li> <li>• develop balance, agility and coordination</li> <li>• develop ball skills in simple game based activities</li> <li>• personal challenge - speed stacking</li> </ul>
<p><b>Online Safety</b></p> <p><b>RSHE</b> (Relationships, Sex and Health Education)</p>	<ul style="list-style-type: none"> <li>• Change and loss and their associated feelings</li> <li>• People who look after us and who to go to if we are worried.</li> <li>• Rules for and ways of keeping physically and emotionally safe –including fire safety, online safety and staying safe in the sun.</li> <li>• How to make a clear and efficient call to the emergency services in a real emergency.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Know how to communicate feelings to others and recognise how others show feelings.</li> <li>• Identify special people and how they should care for one another.</li> <li>• Recognise what is fair and unfair, kind and unkind, right and wrong.</li> <li>• Learn that people's bodies and feelings can be hurt.</li> <li>• Learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</li> </ul>