

**WOW day – Design an Eco Farm**

**The Stone value that we are focusing on this term is: Compassion**

Skills for Life that we are practising this half term:  
**Leadership, Collaboration, Independence**

**English**

**Well-loved narratives**

**Charlotte's Web by E B White**

- Personal response
- Facts/ opinions
- Understanding of plot, characters and themes.
- Role-play and drama
- Persuasive writing

**Reading:**

- Reading books that are structured in different ways and reading for a range of purposes.
- Discussing words and phrases that capture the reader's interest and imagination.
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

**Spelling, Punctuation and Grammar**

- Using conjunctions, adverbs and prepositions to express time and cause.
- Using the present perfect form of verbs instead of the simple past tense.
- Introducing inverted commas to punctuate direct speech.
- Using headings and subheadings to aid presentation.
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

**Maths**

**Mental Maths**

- I can count from 0 in multiples of 4, 8, 50 and 100
- I can recall and use multiplication and division facts for the 3, 4 and 8 times tables

**Mental Addition**

- Count on in hundreds, tens or ones;
- Add mentally a 'near multiple of 10'
- Add 3 or 4 small numbers
- Partition into hundreds, tens and ones and in different ways, then recombine ( $724 = 700 + 20 + 4$ ) ( $724 = 600 + 110 + 14$ )
- Reorder numbers in a calculation

**Mental Subtraction**

- Count back in hundreds, tens or ones;
- Subtract mentally a 'near multiple of 10';
- Find a small difference by counting up from the smaller to the larger number (on a number line);
- Bridge through a multiple of 10, then adjust;
- Subtract a 2-digit number by partitioning it subtracting its tens then ones;

**Money**

- Add and subtract amounts of money to give change, using both £ and p in practical contexts

**Time**

- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events [for example to calculate the time taken by particular events or tasks].

**Fractions**

- Pupils should be taught to:
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit

**Science**

**Plants**

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

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|   | <p>numbers or quantities by 10</p> <ul style="list-style-type: none"> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>add and subtract fractions with the same denominator within one whole [for example, <math>7 \frac{5}{7} + \frac{1}{7} = 7 \frac{6}{7}</math>]</li> <li>compare and order unit fractions, and fractions with the same denominators</li> <li>solve problems that involve all of the above.</li> </ul> |   |
| <p><b>RE</b></p> <p><b>Our big question this half term is: 'Does Easter Make Sense Without Passover?'</b></p> <ul style="list-style-type: none"> <li>This term we will be focusing on Sacred texts, Festivals and Symbols</li> </ul>  | <p><b>Topic - Geography</b></p> <p><b>Forest School/ UK focus</b></p> <ul style="list-style-type: none"> <li>Map reading, orienteering, following directions, creating own maps and using inquiry skills.</li> </ul>  | <p><b>Art and design</b></p> <p><b>David Hockney artist study - UK landscapes (painting and drawing)</b></p> <ul style="list-style-type: none"> <li>Creating a landscape in the style of a famous artist.</li> </ul>  |
| <p><b>Computing</b></p> <p><b>'We are Presenters'</b></p> <p>In this unit children will be using Windows Movie Maker to create a short video file. We will be concentrating on how to:</p> <ul style="list-style-type: none"> <li>Add a title clip</li> <li>Add end credits</li> <li>Import stills</li> <li>Create transitions</li> </ul> | <p><b>Music</b></p> <p><b>Benjamin Britten - There was a Monkey</b></p> <p>We will be learning:</p> <ul style="list-style-type: none"> <li>Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</li> <li>Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</li> </ul>  | <p><b>Citizenship</b></p> <p><b>Good to be Me</b></p> <ul style="list-style-type: none"> <li>Understand that different circumstances change people's reactions and feelings</li> <li>Recognise when they find something difficult and do something about it or cope with how that makes them feel.</li> </ul> |
| <p><b>P.E.</b></p> <p><b>Net and Wall Games</b></p> <p><b>Unit4 REAL PE Creative skills</b></p> <ul style="list-style-type: none"> <li>Athletics</li> </ul>   | <p><b>British values/SMSC</b></p> <p>These values will be taught throughout the children's learning; democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>   | <p><b>French</b></p> <ul style="list-style-type: none"> <li><b>Numbers 1 - 31</b><br/>Compare/contrast English and French numbers.</li> <li><b>Classroom objects</b><br/>Introduce familiar objects and begin to use sentences to describe them in French.</li> </ul>   |