

	<p align="center"><b>Science</b></p> <p><b>To work scientifically</b> <b>To investigate materials</b></p> <p><u>Learning Opportunities</u> Materials Identify, name, describe, classify, compare properties and changes. Look at the practical uses of everyday materials.</p> <p><b>Eco Links - Recycling and avoidance of single use items</b></p>	<p align="center"><b>English Objectives</b></p> <p><b>To present neatly</b> <b>To spell correctly</b> <b>To punctuate accurately</b> <b>To write with purpose</b> <b>To use imaginative description</b> <b>To organise writing appropriately</b> <b>To analyse writing</b> <b>To present writing</b> <b>To read words accurately</b> <b>To understand texts</b> <b>To listen carefully and understand</b> <b>To develop a wide and interesting vocabulary</b> <b>To speak with clarity</b> <b>To tell stories with structure</b> <b>To hold conversations and debates</b></p>		<p align="center"><b>Maths Objectives</b></p> <p><b>To know and use numbers</b> <b>To add and subtract</b> <b>To multiply and divide</b> <b>To use fractions</b> <b>To understand the properties of shapes</b> <b>To describe position, direction and movement</b> <b>To use measures</b> <b>To use statistics</b> <b>To use algebra</b></p>
	<p align="center">   <b>Brick by Brick</b>  Homes, The Great Fire of London, Castles </p>			
<p align="center"><b>Design and technology</b></p> <p><b>To master practical skills</b> <b>To design, make, evaluate and improve</b> <b>To take inspiration from design throughout history</b></p> <p><u>Learning Opportunities</u> <b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <b>Make</b> Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p align="center"><b>History</b></p> <p><b>To investigate and interpret the past</b> <b>To build an overview of world history</b> <b>To understand chronology</b> <b>To communicate historically</b></p> <p><u>Learning Opportunities</u> Look at: The lives of significant individuals in Britain's past who have contributed to our nation's achievements -famous buildings and architects. Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year - Great Fire of London any Royal event • Significant historical events, people and places in their own locality - local castles</p>	<p align="center"><b>RE</b></p> <p><b>To understand beliefs and teachings</b> <b>To understand practices and lifestyles</b> <b>To understand how beliefs are conveyed</b> <b>To reflect</b> <b>To understand values.</b></p> <p></p> <p><u>Learning Opportunities</u> Study the main stories of Christianity. Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. Study other religions of interest to pupils.</p>	<p align="center"><b>PE</b></p> <p><b>To develop practical skills in order to participate, compete and lead a healthy lifestyle.</b></p> <p><u>Learning Opportunities</u> Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns. Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.</p>	
<p align="center"><b>PSHE/RSE</b></p> <p>Twinkl Life Unit - Be Yourself (Y1) Twinkl Life Unit - Think Positive (Y2)</p>	<p align="center"><b>Computing</b></p> <p><b>To code</b> <b>To connect</b> <b>To communicate</b> <b>To collect</b></p> <p><u>Learning Objective</u> Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. Write and test simple programs. Use logical reasoning to predict the behaviour of simple programs. Organise, store, manipulate and retrieve data in a range of digital formats. Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.</p>	<p align="center"><b>Art and Design</b></p> <p><b>To develop ideas</b> <b>To master techniques</b> <b>To take inspiration from the greats</b></p> <p><u>Learning Opportunities</u> Use experiences and ideas as the inspiration for artwork. Share ideas using drawing, painting and sculpture. Explore a variety of techniques. Learn about the work of a range of artists, artisans and designers.</p>	<p align="center"><b>Music</b></p> <p><b>To perform</b> <b>To compose</b> <b>To transcribe</b> <b>To describe music</b></p> <p><u>Learning Opportunities</u> Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Make and combine sounds using the inter-related dimensions of music.</p>	

Literacy Opportunities	Mathematical Opportunities
<p>Write stories set in places pupils have been.  Write stories with imaginary settings.  Write stories and plays that use the language of fairy tales and traditional tales.  Write stories that mimic significant authors.  Write narrative diaries.  Write labels.  Write lists.  Write captions.  Write instructions.  Write recounts.  Write glossaries.  Present information.  Write non-chronological reports.  Write poems that use pattern, rhyme and description.  Write nonsense and humorous poems and limericks.  Listen to traditional tales.  Listen to a range of texts.  Learn some poems by heart.  Become familiar with a wide range of texts of different lengths.  Discuss books.  Build up a repertoire of poems to recite.  Use the class and school libraries.  Listen to short novels over time.  Engage in meaningful discussions in all areas of the curriculum.  Listen to and learn a wide range of subject specific vocabulary.  Through reading identify vocabulary that enriches and enlivens stories.  Speak to small and larger audiences at frequent intervals.  Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.  Listen to and tell stories often so as to internalise the structure.  Debate issues and formulate well-constructed points.</p>	<p>Count and calculate in a range of practical contexts. • Use and apply mathematics in everyday activities and across the curriculum.  Repeat key concepts in many different practical ways to secure retention.  Explore numbers and place value up to at least 100.  Add and subtract using mental and formal written methods in practical contexts.  Multiply and divide using mental and formal written methods in practical contexts.  Explore the properties of shapes.  Use language to describe position, direction and movement.  Use and apply in practical contexts a range of measures, including time.  Handle data in practical contexts.</p>