

<p><b>Science...</b></p> <p><b>Living things &amp; plants:</b> Learning about plants and their life cycles. Identifying and naming a variety of common wild and garden plants, including deciduous and evergreen trees. Observing and describing how seeds and bulbs grow into mature plants. Exploring the conditions they need for survival</p> <p><b>Seasonal Changes:</b> Continue to observe our natural environment in particular observe day length days, and explore how this relates to our position on the globe.</p> <p><b>Investigation Skills:</b> learning to collect and interpret data sets: <i>Where on the school field do the most daisies grow?</i></p>	<p> <b>English</b> Children will continue to receive tailored phonics lessons to meet their individual needs. This will support both their reading, and spelling skills. As well as the opportunity to select individual reading books the children will participate in guided sessions that aim to develop their understanding of different texts. Children will continue to be taught cursive letter formation and will be supported in developing the necessary fine motor skills,</p> <p></p> <p><b>Non-fiction:</b> "The Global Garden" explanation texts <b>Fiction:</b> "The Tin Forest", "The Flower", "The Sky Garden", "The Promise" &amp; "The Invisible". Writing our own story to show plants can grow happiness. <b>Poetry: Studying</b> "The Lost Words" &amp; "The Window" explore sense and narrative poetry</p>	<p><b>3 Mathematics</b></p> <p><b>Number:</b> Become increasingly confident with the four rules, and manipulating numbers within 100. Know multiplication &amp; division facts for tables 2, 5 and 10.</p> <p><b>Measures:</b> Use knowledge to different measures such as capacity to explore changes in daily rain fall.</p> <p><b>Geometry:</b> Relate our increasing knowledge of pattern and shape to Art and design. Relate 2D shapes the faces of 3D shapes by exploring nets, and identify lines of symmetry within shapes.</p> <p><b>Statistics:</b> Building bar charts to show the change in daily length over the months of the year.</p> <p><b>Computing:</b> Pictograms</p>		
<p> <b>Social, Moral, Spiritual &amp; Cultural</b></p> <p><b>The Christian Calendar:</b> Epiphany, Shrove Tuesday, Ash Wednesday, Lent, Mothering Sunday &amp; Easter week.</p> <p><b>The Gospels:</b> <i>What was the good news Jesus brought?</i></p> <p><b>Salvation:</b> <i>Why do Christians call the day Jesus died 'Good Friday?'</i></p> <p><b>Christian Value:</b> Perseverance 'I can do all things through him who strengthens me' <i>Philippians 4:13</i></p> <p><b>British Value:</b> Individual Liberty (<i>Cultural development linked to school value of Wisdom</i>)</p> <p><b>E-safety:</b> <i>Following the digital trail, Learning why it not safe to give out personal information online.</i></p>	<p><b>Be the Best you can be...</b></p> <p><b>Theme 3:</b> Paralympic &amp; Olympic Values</p> <p><b>Being my best:</b> learning how to care for ourselves including a balance diet, exercise, hygiene, and the importance of super sleep</p> <p><b>Wellbeing focus:</b> Learning new things (<i>linked to school value of Wisdom</i>)</p> <p></p>	<p><b>The Street Beneath My Feet</b></p> <p><b>Spring Term</b></p> <p><b>Class 2 Miss Spain</b></p>	<p> <b>Physical Education Gymnastics:</b> Learning a range of gymnastic skills including using equipment safely. Explore the importance of body control, balance and focus to create effective sequences.</p> <p><b>Active Ten:</b> Daily challenge to get active doing circuits of the field, the playground trail or wake 'n' shake inside</p>	<p> <b>History &amp; Geography</b></p> <p><b>Chronological Order (skill):</b> <i>Archaeologist for a day ...</i> setting up our own dig sites to learn about the tools and processes of exploring the world beneath our feet. Then considering how events can be placed in a time from when we were born to daily routines. Then expanding our skill range by studying a wide range of time lines including those that show Environmental Development.</p> <p><b>Significance &amp; interpretation (concept):</b> <i>Famous People...</i> looking Biographies as a historical source to learn more about our LLF ambassadors. Considering the contribution different sources such as pictures/ music recording can add to teaching us about famous people.</p> <p><b>Fieldwork &amp; Investigation (skill):</b> <i>Weather Watchers...</i> observing local weather changes over time. Setting up our own class chart and identifying patterns. Monitoring our outdoor environment by looking at ariel photos and mapping the school field in order to investigate growth of plants over time.</p>
<p> <b>Music: Listening &amp; Responding:</b> to a range of music across the centuries. Using knowledge of music rhythm, tempo, beat, pitch and dynamics to describe how the style of famous composers music has changed with time.</p>	<p><b>Design Technology:</b> <b>Rain, Rain Go Away!</b> Linked to our geography work exploring instruments for measuring weather changes, designing, making and evaluating our own.</p>	<p> <b>Famous Artist:</b> Using historical sources to learn about the life and works of <b>Van Gogh</b>. Exploring his inspiration and how his work changed with his mood. Then developing our line drawing and painting skills to create a version of "<b>The Sunflower</b>".</p>		