

Maths

Number facts

- Remember 2, 5 and 10 x tables.
- Learn 3, 4 and 8 x tables.
- Count in 50s and 100s.

Place Value

- Recognise place value in a 3 digit number (H, T O).
- Order a set of random numbers to at least 200.
- Partition numbers in different ways.
- Round numbers to the nearest 10 and 100.
- Find 1, 10 or 100 more or less than a given number.

Addition and subtraction to 200 to solve problems

- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- Add numbers mentally, including: combinations of two digit numbers or of three-digit number and ones.
- Subtract numbers mentally, including combinations of two digit numbers or of three-digit number and ones.
- Begin to add two 2 digit numbers crossing the tens and/or hundred boundaries. Use a column method of written recording supported by manipulatives (answer less than 200)
- Begin to subtract a 2 digit numbers from a 2 digit number crossing the tens using an expanded method of written recording and manipulatives
- Solve missing number problems.

P.E.

Gymnastics

- Explore different body shapes on different levels.
- Select body shapes to link together.
- To adapt sequences onto apparatus.
- To understand and explore direct and flexible pathways.
- To select and perform suitable travelling actions in flexible and direct pathways using apparatus.
- To use jumping movements to vchange pathways.
- To observe others and make simple assessments based on given criteria.

Hockey

- To develop dribbling skills with a stick and ball.
- To develop passing and receiving skills.
- To combine passing and dribbling skills.
- To develop accuracy and power in passing.
- To use learned skills when working as a team.
- To use skills in of dribbling, passing and scoring in a game situation.

Religious Education

Question: What do different people believe about God?

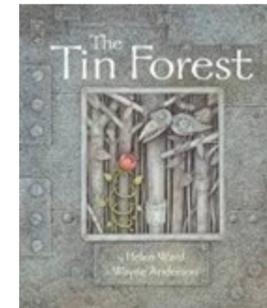
- To retell and suggest the meanings of stories from sacred texts about people who encountered God.
- To identify beliefs about God that are held by Christians and Muslims.
- To describe some of the ways in which Christians and Muslims describe God.
- To identify some similarities and differences between ideas about what God is like in different religions.
- To ask questions and suggest some of their own responses to ideas about God.
- To discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.
- To suggest why having a faith or belief in something can be hard.

Music—Performing

- can use various notations to support the rhythm (eg. graphic notations or grid notations)
- *I can recognise the use of hand signals to show pitch (high/low) in the tune *When performing together in a group, I am aware that we all need to play to the same beat and the same speed
- *I can recognise errors and begin to correct when performing
- *I can sing largely in tune as part of a whole class
- *I can link together notes based on a feel for the beat
- *When singing I am aware of more than one element at a time (eg. loud and long, loud and short, quiet and long, quiet and short)
- *When working from notations I am confident in my use of 4 beat, 2 beat and 1 beat and pairs of half-beat notes
- *I can notate some of my work using graphic scores (sometimes on the computer)
- *I can play my own part when performing on instruments with others
- *I can play in such a way that the whole class is aware of the common beat
- *My beginnings and ends are tidy and planned

English - Our text this term is a secret! Shhh!

- Writing: (Transcription / Composition)
- Children should plan their writing by:
- I identifying the audience for and purpose of the writing.
- I note and develop ideas.
- I write in writing narratives, considering how authors have developed characters and settings.
- Draft and write by:
- I select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, I describe settings, characters and atmosphere and use dialogue.
- I organise my writing into paragraphs.
- Evaluate and edit by:



Explorers

Computing—Coding

- Break an open ended problem up into smaller problems
- Put programming commands into a sequence to achieve a specific outcome.
- Test their program and can recognise when they need to debug it.
- To use repeat commands.
- Describe the algorithm that is needed for a simple task.
- Detect a problem in an algorithm which could result in unsuccessful programming.

Art -DRAWING - line, shape

- Use different hardnesses of pencils to show line, tone and texture
- *Annotate sketches to explain and elaborate ideas
- *Sketch lightly (no need to use a rubber to correct mistakes)

Painting

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.

Geography—Our local area

- Use fieldwork skills to observe, measure and record.
- To identify trades in Loose.
- Use locational language to describe the location of school/ local area.
- Take digital photographs of the main features of the school and plot them onto a map to show the route round the school.
- Undertake environmental surveys of the school grounds - suggest likes/dislikes and improvements.
- Use the school grounds to undertake weather surveys including wind direction, sun direction and precipitation - and record changes and observations.

Science—Light and Dark

- 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 they need light in order to see things and that dark is the absence of light
*Recognise that shadows are formed when the light from a light source is blocked by a solid object *Find patterns that determine the size of shadows.

PHSE - New Beginnings

- about change, including transitions (between Key Stages), loss, separation, divorce and bereavement
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- to recognise and respond appropriately to a wider range of feelings in others.
- To work collaboratively towards shared goals.