

MATHS	Place Value <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least 			Fractions <ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity 	Measurement <ul style="list-style-type: none"> measure and begin to record capacity and volume compare, describe and solve practical problems for capacity / volume [for example, full / empty, more than, less than, half, half full, quarter] 	Geometry <ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns
RE	Theme: What do Christians think God is like? Lesson 1: Parables - The Lost Son	Theme: What do Christians think God is like? Lesson 2: Parables - The Lost Son - Forgiveness	Theme: What do Christians think God is like? Lesson 3: Types of prayer	Theme: What do Christians think God is like? Lesson 4: Jonah and the big fish	Theme: What do Christians think God is like? Lesson 5: God can help through hard times	Theme: What do Christians think God is like? Lesson 6: What have we learnt? What do Christians think God is like?
HISTORY BLOCK				Kings, Queens and Castles Unit overview: Where did Kings and Queens live through time? To find out about the lives of significant individuals in the past who have contributed to national and international achievements Key questions: How can we find out about the past? Why did monarchs build castles? Who were the kings and queens of the past? Who was Queen Victoria, and where did she live? Who was the first Queen Elizabeth? Why do we remember King William I? <u>Final Response</u> Where did kings and queens live through time?		
SCIENCE BLOCK	To be able to: *identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals *identify and name a variety of common animals that are carnivores, herbivores and omnivores *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense					

<p>PSHE</p>	<p>Healthy Me - Being Healthy LO: to be able to understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p>	<p>Healthy Me -Healthy Choices LO: to be able to know how to make healthy lifestyle choices</p>	<p>Healthy Me - Clean and Healthy LO: to be able to know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>LO: to be able to know that all household products including medicines can be harmful if not used properly</p>	<p>Healthy Me - Medicine Safe LO: to be able to understand that medicines can help me if I feel poorly and I know how to use them safely</p>	<p>Healthy Me - Road Safety LO: to be able to know how to keep safe when crossing the road, and about people who can help me to stay safe</p>	<p>Healthy Me - Happy Healthy Me LO: to be able to tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>
<p>PE INDOORS Coaches</p>	<p>Send and receiving LO: to be able to develop rolling and throwing a ball towards a target *Physical: roll, throw, catch, track, kick, receive with feet, send with rocket *Social: support others, communication *Emotional: determination, honesty, independence *Thinking: comprehension, select and apply skills</p>	<p>Send and receiving LO: to be able to develop receiving a rolling ball and tracking skills *Physical: roll, throw, catch, track, kick, receive with feet, send with rocket *Social: support others, communication *Emotional: determination, honesty, independence *Thinking: comprehension, select and apply skills</p>	<p>Send and receiving LO: to be able to send and receive a ball with your feet *Physical: roll, throw, catch, track, kick, receive with feet, send with rocket *Social: support others, communication *Emotional: determination, honesty, independence *Thinking: comprehension, select and apply skills</p>	<p>Send and receiving LO: to be able to develop throwing and catching skills over a short distance *Physical: roll, throw, catch, track, kick, receive with feet, send with rocket *Social: support others, communication *Emotional: determination, honesty, independence *Thinking: comprehension, select and apply skills</p>	<p>Send and receiving LO: to be able to develop throwing and catching over a longer distance *Physical: roll, throw, catch, track, kick, receive with feet, send with rocket *Social: support others, communication *Emotional: determination, honesty, independence *Thinking: comprehension, select and apply skills</p>	<p>Send and receiving LO: to be able to apply sending and receiving skills to small games. *Physical: roll, throw, catch, track, kick, receive with feet, send with rocket *Social: support others, communication *Emotional: determination, honesty, independence *Thinking: comprehension, select and apply skills</p>
<p>PE INDOORS</p>	<p>Yoga LO: to explore yoga and mindfulness *Physical: balance, strength, flexibility,</p>	<p>Yoga LO: to be able to copy and remember poses *Physical: balance, strength, flexibility,</p>	<p>Yoga LO: to develop flexibility when holding poses *Physical: balance, strength, flexibility,</p>	<p>Yoga LO: to develop balance whilst holding poses *Physical: balance,</p>	<p>Yoga LO: to create yoga poses using a hoop *Physical: balance,</p>	<p>Yoga LO: to create a yoga flow with a partner *Physical: balance,</p>

	<p>coordination</p> <p>*Social: move safely, listen to others, collaborate</p> <p>*Emotional: concentration, focus, identity feelings</p> <p>*Thinking: observation, copy and repeat, recognise, create, select and apply.</p>	<p>coordination</p> <p>*Social: move safely, listen to others, collaborate</p> <p>*Emotional: concentration, focus, identity feelings</p> <p>*Thinking: observation, copy and repeat, recognise, create, select and apply.</p>	<p>coordination</p> <p>*Social: move safely, listen to others, collaborate</p> <p>*Emotional: concentration, focus, identity feelings</p> <p>*Thinking: observation, copy and repeat, recognise, create, select and apply.</p>	<p>strength, flexibility, coordination</p> <p>*Social: move safely, listen to others, collaborate</p> <p>*Emotional: concentration, focus, identity feelings</p> <p>*Thinking: observation, copy and repeat, recognise, create, select and apply.</p>	<p>strength, flexibility, coordination</p> <p>*Social: move safely, listen to others, collaborate</p> <p>*Emotional: concentration, focus, identity feelings</p> <p>*Thinking: observation, copy and repeat, recognise, create, select and apply.</p>	<p>strength, flexibility, coordination</p> <p>*Social: move safely, listen to others, collaborate</p> <p>*Emotional: concentration, focus, identity feelings</p> <p>*Thinking: observation, copy and repeat, recognise, create, select and apply.</p>
MUSIC	<p>Pitch and Tempo</p> <p>LO: to be able to understand the word 'pitch' and distinguish between low and high pitch</p>	<p>Pitch and Tempo</p> <p>LO: to be able to understand the word 'pitch' and distinguish between low and high pitch</p>	<p>Pitch and Tempo</p> <p>LO: to be able to understand the word 'Tempo'</p>	<p>Pitch and Tempo</p> <p>LO: to be able to understand the word tempo and distinguish between fast and slow tempo</p>	<p>Pitch and Tempo</p> <p>LO: to be able to create/improvise different pitches</p>	<p>Pitch and Tempo</p> <p>LO: to be able to create/improvise different tempos</p>
COMPUTERS	<p>Computing systems and networks - Technology around us</p> <p>LO: to create rules for using technology responsibly</p> <p>Outcome:</p> <p>* to discuss how we benefit from these rules</p> <p>* to give examples of some of these rules</p> <p>* to identify rules to keep us safe and healthy when we are using technology in and beyond the home</p>	<p>Computing systems and networks - Technology around us</p> <p>LO: to create rules for using technology responsibly</p> <p>Outcome:</p> <p>* to discuss how we benefit from these rules</p> <p>* to give examples of some of these rules</p> <p>* to identify rules to keep us safe and healthy when we are using technology in and beyond the home</p>	<p>Computing systems and networks - Technology around us</p> <p>LO: to create rules for using technology responsibly</p> <p>Outcome:</p> <p>* to discuss how we benefit from these rules</p> <p>* to give examples of some of these rules</p> <p>* to identify rules to keep us safe and healthy when we are using technology in and beyond the home</p>	<p>Computing systems and networks - Technology around us</p> <p>LO: to create rules for using technology responsibly</p> <p>Outcome:</p> <p>* to discuss how we benefit from these rules</p> <p>* to give examples of some of these rules</p> <p>* to identify rules to keep us safe and healthy when we are using technology in and beyond the home</p>	<p>Computing systems and networks - Technology around us</p> <p>LO: to create rules for using technology responsibly</p> <p>Outcome:</p> <p>* to discuss how we benefit from these rules</p> <p>* to give examples of some of these rules</p> <p>* to identify rules to keep us safe and healthy when we are using technology in and beyond the home</p>	<p>Computing systems and networks - Technology around us</p> <p>LO: to create rules for using technology responsibly</p> <p>Outcome:</p> <p>* to discuss how we benefit from these rules</p> <p>* to give examples of some of these rules</p> <p>* to identify rules to keep us safe and healthy when we are using technology in and beyond the home</p>