



<b>MATHS</b>	<b>Place Value</b> - counting to and across 100, forwards and backwards. To read and write numerals to 100. To count in multiples of two, five and ten. To find one more/one less than any number up to 10. To use the language of equal to, more than, less than, most, least.		<b>Addition and Subtraction</b> - to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. To represent and use number bonds and related subtraction facts within 20. To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ .		<b>Measurement (weight)</b> - to measure and begin to record mass/weight	
<b>RE</b>	<b>Theme: Faith Communities</b> Lesson 1: What does it mean to belong to a faith community?	<b>Theme: Faith Communities</b> Lesson 2: How do Christians and Muslims show that they belong?	<b>Theme: Faith Communities</b> Lesson 3: How do Christians, Muslims and Jewish people show that they belong?	<b>Theme: Faith Communities</b> Lesson 4: What do worldviews say about how valuable people are?	<b>Theme: Faith Communities</b> Lesson 5: How do Muslims and Christians welcome a new baby?	<b>Theme: Faith Communities</b> Lesson 6: How do people show that they belong to each other?
<b>SCIENCE BLOCK</b>				<b>Plants</b> * to be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  * to be able to identify and describe the basic structure of a variety of common flowering plants, including trees.		
<b>DT BLOCK</b>	<b>Homes and Houses – Interior and Exterior</b> <b>Technical knowledge (structure, mechanism)</b> * to be able to build structures, exploring how they can be made stronger, stiffer and more stable * to be able to explore and use mechanisms [for example, levers, sliders, wheels and axles], in my products.					
<b>PSHE</b>	<b>Relationships - Family</b> LO: to be able to identify the members of my family and understand that there are lots of different types of families	<b>Relationships - Making Friends</b> LO: to be able to identify what being a good friend means to me	<b>Relationships - Greetings</b> LO: to be able to know appropriate ways of physical contact to greet my friends and know which ways I prefer	<b>Relationships - People who help us</b> LO: to be able to know who can help me in my school community	<b>Relationships - being my own best friend</b> LO: to be able to recognise my qualities as a person and a friend	<b>Relationships - celebrating my special relationships</b> LO: to be able to tell you why I appreciate someone who is special to me
<b>PE INDOORS Coaches</b>	<b>Net and wall games</b> LO: to be able to	<b>Net and wall games</b> LO: to be able to play	<b>Net and wall games</b> LO: to be able to explore	<b>Net and wall games</b> LO: to be able to	<b>Net and wall games</b> LO: to be able to	<b>Net and wall games</b> LO: to be able to

	<p>defend space using the ready position</p> <p><b>Physical:</b> throw, catch, hit a ball, track a ball</p> <p><b>Social:</b> support others, work safely, communication, co-operation</p> <p><b>Emotional:</b> perseverance, independence, determination</p> <p><b>Thinking:</b> comprehension, select and apply, reflection, identify areas for development, decision making</p>	<p>against an opponent and keep the score</p> <p><b>Physical:</b> throw, catch, hit a ball, track a ball</p> <p><b>Social:</b> support others, work safely, communication, co-operation</p> <p><b>Emotional:</b> perseverance, independence, determination</p> <p><b>Thinking:</b> comprehension, select and apply, reflection, identify areas for development, decision making</p>	<p>hitting with a racket</p> <p><b>Physical:</b> throw, catch, hit a ball, track a ball</p> <p><b>Social:</b> support others, work safely, communication, co-operation</p> <p><b>Emotional:</b> perseverance, independence, determination</p> <p><b>Thinking:</b> comprehension, select and apply, reflection, identify areas for development, decision making</p>	<p>develop racket and ball skills</p> <p><b>Physical:</b> throw, catch, hit a ball, track a ball</p> <p><b>Social:</b> support others, work safely, communication, co-operation</p> <p><b>Emotional:</b> perseverance, independence, determination</p> <p><b>Thinking:</b> comprehension, select and apply, reflection, identify areas for development, decision making</p>	<p>develop sending a ball using a racket</p> <p><b>Physical:</b> throw, catch, hit a ball, track a ball</p> <p><b>Social:</b> support others, work safely, communication, co-operation</p> <p><b>Emotional:</b> perseverance, independence, determination</p> <p><b>Thinking:</b> comprehension, select and apply, reflection, identify areas for development, decision making</p>	<p>develop hitting over a net</p> <p><b>Physical:</b> throw, catch, hit a ball, track a ball</p> <p><b>Social:</b> support others, work safely, communication, co-operation</p> <p><b>Emotional:</b> perseverance, independence, determination</p> <p><b>Thinking:</b> comprehension, select and apply, reflection, identify areas for development, decision making</p>
PE INDOORS	<p><b>Target Games</b></p> <p>LO: to be able to develop underarm throwing towards a target</p> <p><b>Physical:</b> underarm throw, overarm throw</p> <p><b>Social:</b> collaboration, leadership, work safely, encourage others</p> <p><b>Emotional:</b> perseverance, honesty</p> <p><b>Thinking:</b> comprehension, select and apply creativity</p>	<p><b>Target Games</b></p> <p>LO: to be able to develop throwing for accuracy</p> <p><b>Physical:</b> underarm throw, overarm throw</p> <p><b>Social:</b> collaboration, leadership, work safely, encourage others</p> <p><b>Emotional:</b> perseverance, honesty</p> <p><b>Thinking:</b> comprehension, select and apply creativity</p>	<p><b>Target Games</b></p> <p>LO: to be able to develop underarm and overarm throwing at a target</p> <p><b>Physical:</b> underarm throw, overarm throw</p> <p><b>Social:</b> collaboration, leadership, work safely, encourage others</p> <p><b>Emotional:</b> perseverance, honesty</p> <p><b>Thinking:</b> comprehension, select and apply creativity</p>	<p><b>Target Games</b></p> <p>LO: to be able to develop throwing for accuracy and distance using underarm and overarm</p> <p><b>Physical:</b> underarm throw, overarm throw</p> <p><b>Social:</b> collaboration, leadership, work safely, encourage others</p> <p><b>Emotional:</b> perseverance, honesty</p> <p><b>Thinking:</b> comprehension, select and apply creativity</p>	<p><b>Target Games</b></p> <p>LO: to be able to select the correct throw for the target</p> <p><b>Physical:</b> underarm throw, overarm throw</p> <p><b>Social:</b> collaboration, leadership, work safely, encourage others</p> <p><b>Emotional:</b> perseverance, honesty</p> <p><b>Thinking:</b> comprehension, select and apply creativity</p>	<p><b>Target Games</b></p> <p>LO: to be able to develop throwing for accuracy and distance</p> <p><b>Physical:</b> underarm throw, overarm throw</p> <p><b>Social:</b> collaboration, leadership, work safely, encourage others</p> <p><b>Emotional:</b> perseverance, honesty</p> <p><b>Thinking:</b> comprehension, select and apply creativity</p>

<p><b>MUSIC</b></p>	<p><b>Lesson 1: Timbre and Rhythm</b></p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>* to be able to understand the story of the three little pigs</li> <li>* to be able to understand the concept of timbre (sound quality)</li> </ul> <p><b>Resources:</b> three little pigs story document</p> <p><b>Key Words:</b> timbre, flute, clarinet</p>	<p><b>Lesson 2: Timbre and Rhythm</b></p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>* to be able to understand that instruments can make different sounds.</li> <li>* to be able to choose suitable sounds to match a story.</li> </ul> <p><b>Resources:</b> untuned percussion instruments</p> <p><b>Key Words:</b> timbre, dynamics, bassoon, violin</p>	<p><b>Lesson 3: Timbre and Rhythm</b></p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>* to be able to revise the difference between pulse and rhythm</li> </ul> <p><b>Resources:</b> untuned percussion instruments</p> <p><b>Key Words:</b> timbre, rhythm, pulse, oboe, French horn</p>	<p><b>Lesson 4: Timbre and Rhythm</b></p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>* to be able to create a musical performance of the Three Little Pigs story</li> </ul> <p><b>Resources:</b> untuned percussion instruments</p> <p><b>Key Words:</b> timbre, rhythm, pulse</p>	<p><b>Lesson 5: Timbre and Rhythm</b></p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>* to be able to understand how a real composer has created music to fit a story</li> </ul> <p><b>Resources:</b> Peter and the wolf video</p> <p><b>Key Words:</b> timbre, flute, clarinet, oboe, bassoon, violin, French horn</p>	<p><b>Lesson 6: Timbre and Rhythm</b></p> <p><b>Revision of timbre and rhythm block.</b></p>
<p><b>COMPUTERS</b></p>	<p><b>Creating media - digital writing: Exploring the keyboard</b></p> <p>LO: to use computer to write</p> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>* to be able to open a word processor</li> <li>* to be able to recognise keys on a keyboard</li> <li>*to be able to identify and find keys on a keyboard</li> </ul>	<p><b>Creating media - digital writing: Adding and removing text</b></p> <p>LO: to add and remove text on a computer</p> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>* to be able to enter text onto a computer</li> <li>* to be able to use letter, number and space keys</li> <li>* to be able to use backspace to remove text</li> </ul>	<p><b>Creating media - digital writing: Exploring the toolbar</b></p> <p>LO: to identify that the look of text can be changed on a computer</p> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>* to be able to type capital letters</li> <li>* to be able to explain about the keys that I have already learnt about do</li> <li>* to be able to identify the toolbar and use bold, italic and underline</li> </ul>	<p><b>Creating media - digital writing: Making changes to text</b></p> <p>LO: to be able to make careful choices when changing text</p> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>* to be able to select a word by double clicking</li> <li>* to be able to select all of the text by clicking and dragging</li> <li>* to be able to change the font</li> </ul>	<p><b>Creating media - digital writing: Explaining my choices</b></p> <p>LO: to be able to explain why I used the tools that I chose</p> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>* to be able to say what tool I used to change the text</li> <li>* to be able to decide if my changes have improved my writing</li> <li>* to be able to use 'undo' to remove changes</li> </ul>	<p><b>Creating media - digital writing: Pencil or keyboard</b></p> <p>LO: to be able to compare writing on a computer to writing on paper</p> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>* to be able to make changes to text on a computer</li> <li>* to be able to explain the differences between typing and writing</li> <li>* to be able to say why I prefer typing or writing</li> </ul>