



Spring Term 1

CORE SUBJECTS	Religious Education	Daily collective worship - Perseverance RE: To know you more clearly Branch 3 - Galilee to Jerusalem In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about Jesus's life and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will also learn about the call of the disciples and the nature of being a follower of Jesus. Pupils should take time to think about how extraordinary these events are. Simeon and Anna see beyond the baby to the reality of Jesus as the Son of God. In the same way, twelve-year-old boys do not usually teach adults, and people do not leave behind their work and everything they own to follow someone they have just met.
	English	We follow the Read, Write, Inc Scheme for Reading. Our first vehicle Text is: Cloud Boy by Gregg Stobbs. Children will write an imagination story. Our second vehicle text is: Whirly Twirly Me by Manjeet Mann Children will write a diary entry. Children will engage in daily sentence accuracy work that allows them to say out loud what they plan to write, compose a sentence orally before writing and develop basic skills in using capital letters and punctuation correctly.

Addition and Subtraction

This term the children will learn about addition and subtraction.

This will include:

- Count in multiples of twos, fives and tens
- Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- 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.
- Count to and across 100 forwards and backwards, beginning with 0 or 1, or from any given number
- 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
- Solve one-step problem that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.

Mathematics

Naming and Identifying Materials

- Children will be able to distinguish between an **object and the material** from which it is made.
- They will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water & rock.
- They will find out about the uses of a variety of materials and how these are chosen for specific uses on the basis of their simple properties.
- Children will ask questions and decide how they might find answers.
- They will think about what might happen before deciding what to do.

They will recognise when a test or comparison is unfair.

Science

FOUNDATION SUBJECTS	History	Local History & Changes over time – Transport Within this unit children will explore transport changes over time. We will explore the significant changes that have taken place within our locality.
	Physical Education	Net and Wall Children will be introduced to a multi-skill approach to learning through activities that are fundamental to movement. We will focus on the development of movement, balance and co-ordination. Children will explore basic skills, actions and ideas and remember and repeat simple skills. Children will describe what they have done and have a knowledge and understanding of fitness and health.
	Computing	Creating and following instructions: This unit forms the basis for understanding simple algorithms and algorithmic thinking. This is facilitated through unplugged activities before moving to sequencing activities on digital devices. This is a foundational unit, introducing the basis of logical thinking in preparation for coding. - To understand that an algorithm is a set of instructions. - To follow and create simple instructions on a device. - To sequence algorithms that require a correct order. Animated Stories: The series of lessons will provide an opportunity for the children to develop the skills to create, organise, store, manipulate and retrieve digital content through the creation of their own animated story book. Having developed the necessary skills to use 2Create a Story, the children could then use and apply these skills using information technology to support writing activities.
	Design Technology	Structures: Stable structures Exploring the stability of structures and making a stable pencil pot for a specific user. We will explore the concept of stability and what this means. We will use a range of materials to build a variety of towers to help us understand that structures with a wider base are more stable than ones with a narrow base. We will sketch to plan our ideas before using scissors to cut out neat and accurate shapes. We will end the unit by talking about what we like and dislike about our own final product.
	Music	Exploring Sounds: Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies. Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A
	Modern Foreign Languages	Name, feelings, where you live, age. Growing things. 10 Graines/Jacques story. Savez-vous planter les choux? Song Colours
	Relationship and Sex Education	No Outsiders: Want to play trucks I know we might like different things. I can find ways you can join my game. I can make sure nobody is left out.
	PSHE	Dreams and Goals Children will set goals and know how to achieve them. Children will understand how to work well with a partner and tackle a new challenge. Children will identify objects that might make it hard to achieve the challenge. They will talk about a time and how they felt when they succeeded at a challenge.
	Curriculum Enrichment	Local museum visit – transport including the overhead railway in Liverpool.

