



<p><u>Maths</u></p> <p>Making and using arrays</p> <p>Exploring Multiplication and division symbols</p> <p>Making equal groups by- grouping/sharing</p> <p>Doubling and halving</p> <p>Times tables, 2, 5, 10s and 3s.</p>	<p><u>English</u></p> <p>Main ideas organised in groups. Use time related words.</p> <p>Use simple coordinating and subordinating conjunctions.</p> <p>Use full stops, capital letters, question marks and exclamation marks.</p> <p>Use adverbs to describe verbs.</p> <p>Adding suffixes ed, es, s, ing, er, est, ful</p> <p>Purposeful vocabulary.</p>
<p><u>Science</u></p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>History- Mae Jemison</u></p> <p>The lives of significant individuals in the past who have contributed to international achievements:</p> <p>Children should understand some of the ways in which we find out about the past and identify ways in which it is represented.</p> <p>Children should know where the people and events they study fit within a chronological framework.</p>
<p><u>Art/DT</u></p> <p>Describe the work of famous, notable artists and designers;</p> <p>Express an opinion on the work of famous, notable artists;</p> <p>Use inspiration from famous, notable artists to create their own work and compare;</p> <p>To identify and make wheels and axles. To make a moving vehicle</p>	<p><u>PE</u></p> <p>Develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.</p> <p>Engage in performing skills and measuring performance, competing to improve on their own score and against others.</p> <p>Work collaboratively as well as independently.</p>
<p><u>ICT</u></p> <p>Children are able to sort, collate, edit and store digital content.</p> <p>Children can follow simple instructions to access online content.</p> <p>Children understand the importance of keeping information such as passwords, private and demo this in lessons.</p> <p>Children take ownership of their work and save it in their own private space.</p>	<p><u>RSHE:</u> To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. To begin to understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p><u>RE</u></p> <p>Christianity "Why do Christians trust Jesus and follow him?" We will: consider the concept of trusting and being trustworthy; considering who we trust and why.</p> <p>learn about why Christians trust Jesus and follow him; focusing on the stories of</p>

	"The First Disciples" and "Zacchaeus."
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