

Writing

We're all wonders - R. J. Palacio

- Setting/ Character description
- Story writing

Geography

- Where do you live?
- What physical and human features do you notice around you?
- What makes Seighford special?
- What makes the country you live in special?

Best of Britain

What makes the place you live special?

WOW DAY!

- Walk around the village – Compasses
- Draw landmarks in village from a bird's eye view
- Dress as someone who you consider is the best - day

PSHE –

British Values/ Protected characteristics

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Spring 1

Maths

Multiplication and Division

- Recognise equal groups
- Make equal groups
- Add equal groups
- Introduce the multiplication symbol
- Multiplication sentences
- Use arrays
- Make equal groups – grouping
- Make equal groups – sharing
- The 2 times-table
- Divide by 2
- Doubling and halving
- Odd and even numbers
- The 10 times-table
- Divide by 10
- The 5 times-table
- Divide by 5
- The 5 and 10 times-tables

Writing

Recount – Local walk

- Compound sentences
- The conjunction ‘that’

Character description

- The conjunction ‘or’
- Adjectives

Story

- Commas in a list
- The conjunction ‘that’
- Past progressive

Reading

Book:

We’re All Wonders

Word reading:

- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently

Comprehension:

- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

VIPERS reading scheme:

Science



Living things and their habitats

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive (2-Living things and their Habitats)
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (2-Living things and their Habitats)
- identify and name a variety of plants and animals in their habitats, including micro-habitats (2-Living things and their Habitats)
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (2-Living things and their Habitats)

DT

Structures, Re-Create Significant Buildings

- measure materials
- describe some different characteristics of materials
- join materials in different ways
- use joining, rolling or folding to make it stronger
- use own ideas to try to make product strong
- explore making products more stable



RE

Worship and Ceremonies

How do people use actions, gestures and rituals in their daily lives?
How do faith communities use actions, gestures and rituals as part of worship and ceremonies?
Why are they important to believers?
How can you show what or who is important to you through actions, gestures and rituals?

Christian text: Jesus Cleanses the Temple
Islamic Link: Recap 5 pillars (Pillar 1 – Shahadah)



Computing

Pictograms