

Writing

The story Machine – A boy finds a typewriter in an attic. He uses it to create drawings.

Setting description of an attic with old and new toys in, what do they look like. How are they different.

Story about a boy who finds a typewriter that makes toys.

WOW day – make your own board game.
Instructions on how to play their own board game.

Reading

The story Machine – A boy finds a typewriter in an attic. He uses it to create drawings,

The magic box poem.

Do we love the same things?
Does what we love change?

Toy Story

***Do the things we love always
stay the same?***

RE

Worship and ceremonies

Do religions and worship stay the same?

Has Christianity and Islam changed over time?

Do people still love it in the same way?

PSHE

Me and other people

Do all families look the same?

Do our families always stay the same?

Spring 2

Maths

Money

- Pence / pound
- Coins / notes
- Compare amounts of money
- Making a pound
- Finding change

Time

- Telling time to the o'clock
- Telling time to the half hour
- Quarter to and quarter past
- Telling the time to 5 minutes

Following the White Rose scheme of learning.

Writing

Setting description:

- Adjectives for description
- Commas in a list
- Conjunction – when

Explanation text

- Statement/ question/ command/ exclamation
- Suffixes /prefixes
- Conjunctions

Story

- Progressive form
- Adverbs
- Apostrophes

Reading

Book:

- The Story Machine
- Magic Box Poem

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:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence

Science

Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy



Art

Artist:

James cook typewriter artist

Lines and Marks

- Draw lines and marks from observations

Shape

- Observe and draw shapes from observations
- Draw shapes in-between objects
- Invent new shapes

Tone

- Investigate tone by drawing light / dark lines, light or dark patterns, light or dark shapes



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 (Inc: Maths)

Statistics

- What is a Pictograms
- Entering data
- Create a pictogram
- Grouping within pictograms
- Comparing information
- Presenting information



PSHE

Me and other people:

To understand and respect:

- That boys and girls can be different
- The range of families in society today
- Racial diversity in society today



Music

Inventing a musical story:

- Musicianship
- Listening
- Singing
- Playing
- Composing and improvising
- Performing



PE

Maypole



History

Toys:

I can identify and explore a range of sources to find out about the past.

I can analyse a source to find out about an element of the past.

I can question the past, suggesting ways to find answers to my question.

I can use artefacts, online sources and databases to explain significant events of the past.

I can prove or disprove a given hypothesis using 1 source.

I can describe the past, using key words and phrases to refer to chronology, including: before, after, past, present, then, older, newer.

I can sequence events, artefacts and photographs beyond living memory in chronological order.

I can describe the differences between then and now.

I can reflect on how life has changed since a period studied to now.

I can identify and describe the different ways the past is represented.

I can compare and contrast photographs of people or events and other sources to identify differences in the ways of life.

I can argue that change over time was good or bad thing