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| **Mathematics** | **English** | **Science** |
| **Topic/s:** Place Value, Addition and Subtraction, Multiplication and Division**Aim/s:*** To recognise the place value of each digit in a 3 digit number and to find 10/100 more or less than a given number.
* To compare, order and represent numbers up to 1000, including reading and writing numbers in numerals and words.
* To add and subtract 3 digit numbers mentally and using formal written methods of columnar addition and subtraction.
* To estimate and use inverse operations to check answers and to discuss different calculation methods.
* To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
* To multiply a 2 digit number by a 1 digit number using mental, pictorial (grid) and formal written methods.

**Skills: *Through their learning pupils will develop the skills of:*** Fluency with place value and the 4 rules of number; efficiency with mental and written methods; problem solving; reasoning.**Subject teacher/s:** Mr Stedeford - Mrs van Zyl | **Topic/s:** Stories by the same author (Quentin Blake), Acrostic and Calligram Poetry, Instructional writing,Historical Adventure Stories, Folktales, Reading for comprehension, Spelling and Grammar. **Aim/s:*** To listen to, and discuss, a wide range of fiction, poetry and non-fiction texts focusing on words and phrases that capture the reader’s interest and improve their understanding of a text.
* To increase the legibility, consistency and quality of handwriting, correctly joining letters using diagonal and horizontal strokes.
* To plan writing by reading and discussing texts similar to those about to be written, in order to learn from its structure, vocabulary and grammar.
* To use description of character, setting and plot to make writing lively and interesting with a particular focus on the use of adjectives, adverbs and prepositions.
* To evaluate and edit writing by assessing the effectiveness of the text against a success criteria.
* To develop confidence in using correct punctuation, including capital letters, full stops, question marks, commas in lists and exclamation marks.

**Skills: *Through their learning pupils will develop the skills of:*** Reading comprehension; inference; deduction; reasoning; grammatical awareness; accuracy in basic punctuation; fluency in handwriting; confidence in descriptive writing and a wider range of genres.**Subject teacher/s:** Mr Stedeford - Mrs van Zyl | **Topic/s:** Humans and Other Animals**Aim/s:*** To identify that animals, including humans, require the correct type of nutrition and that they cannot make their own food; nutrition is provided from what they eat.
* To compare and contrast carnivores, herbivores and omnivores.
* To know how to organise food into groups for growth and activity, and to know what a healthy diet is.
* To know how food is digested and that the blood system transports nutrients around the body.
* To recognise and describe functions of different types of teeth and understand healthy dental care.
* To know food gives us energy.

**Skills: *Through their learning pupils will develop the skills of:*** Scientific enquiry, asking relevant questions; gathering, recording, classifying and presenting data in a variety of ways; using scientific evidence to answer questions (or to support findings); reporting on findings from enquiries.**Subject teacher/s:** Mr Stedeford - Mrs van Zyl |
| **Music** | **PE & Games (boys)** | **PE & Games (girls)** |
| **Topic/s:** Exploring Sound, Recorder**Aim/s:*** To understand how the length of sound varies in different percussion instruments.
* To learn how to blend sound using a conductor.
* To read and interpret graphic notation.
* To further develop music notation reading through recorder playing.
* To learn a variety of action songs.

**Skills: *Through their learning pupils will develop the skills of:*** Performance; listening; appraising; music notation.**Subject teacher/s:** Mrs Olden  | **Topic/s:** Athletics / Rounders / Cricket**Aim/s:*** use running, jumping, throwing and catching in isolation and in combination
* play competitive games, modified where appropriate (for athletics, rounders, cricket), and apply basic principles suitable for competition
* develop flexibility, strength, technique, control and balance
* perform drills and activities using a range of movement patterns
* take part in outdoor and activity challenges both individually and within a team
* compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Skills: *Through their learning pupils will develop the skills of:*** applying and developing a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement; enjoy communicating, collaborating and competing with each other; develop an understanding of how to improve in different physical activities and sports; learn how to evaluate and recognise their own success.**Subject teacher/s:** Mrs Vaughan – Mr Stedeford | **Topic/s:** Athletics / Rounders / Cricket**Aim/s:*** use running, jumping, throwing and catching in isolation and in combination
* play competitive games, modified where appropriate (for athletics, rounders, cricket), and apply basic principles suitable for competition
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| **History** | **Geography** | **RE** |
| **Topic/s:** The Stone Age**Aim/s:*** To recognise the time of the Stone Age as the name given to the earliest period of human culture, when stone tools were first used.
* To compare life in the Stone Age with life today, recognising how times were different.
* To discover how people in the Stone Age used natural resources to live off, live in and hunt with.
* To understand what we can learn about history through the study of Stonehenge and Skara Brae.

**Skills: *Through their learning pupils will develop the skills of:*** Historical enquiry, using evidence from Stone Age times; comparing, contrasting and analysing to draw conclusions; interpreting evidence; making connections between different historical events.**Subject teacher/s:** Mrs van Zyl - Mr Stedeford  | **Topic/s:** Passport around the World**Aim/s:*** To learn the seven continents and five oceans of our planet.
* To recognise differences between human and physical geographical features around the world.
* To compare geographical similarities and differences between the seven continents.
* To develop a knowledge of physical features such as mountains, rivers, forests and deserts.
* To discover how the Grand Canyon and Niagara Falls were formed, developing an understanding of erosion.

**Skills: *Through their learning pupils will develop the skills of:*** Mapping through the use of atlases, globes and Google Earth; comparing, contrasting and analysing to draw conclusions or to speculate; investigation.**Subject teacher/s:** Mrs van Zyl - Mr Stedeford | **Topic/s:** Faith and Family, Reconciliation, Advent, Christmas**Aim/s:*** To understand the importance of belonging to a Community.
* To know the Sacrament of Baptism.
* To explore the New Testament stories leading up to the Nativity.
* To know the story of the first Christmas and understand its meaning in the world today.

**Skills: *Through their learning pupils will develop the skills of:*** Role play; map reading; group work and collaboration.**Subject teacher/s:** Mrs Jackson-Mayne  |
| **Art** | **Design & Technology** | **Computing** |
| **Topic/s:** Stone Age Art, Moon Art, Christmas Cards**Aim/s:*** To explore the types of paintings of prehistoric man and why they were made.
* To make own Stone Age style paintings.
* To begin to understand the history of the moon landings and create a piece of work in response to this momentous event.
* To produce a Christmas card design based on the theme 'Let it snow'.

**Skills: *Through their learning pupils will develop the skills of:*** Media exploration; evaluation.**Subject teacher/s:** Mrs van Zyl | **Topic/s:** Sandwiches and Packaging**Aim/s:*** To understand what constitutes a 'healthy' sandwich.
* To design a healthy sandwich, making sure it has a balance of food groups.
* To follow instructions to make a healthy sandwich.
* To design packaging for their sandwich.
* Some children will design nets for their card packaging.

**Skills: *Through their learning pupils will develop the skills of:*** Food Technology, following instructions; evaluation.**Subject teacher/s:** Mrs van Zyl | **Topic/s:** Online Safety, ICT Core Skills**Aim/s:*** To know how to keep safe online.
* To know how to create a positive digital footprint.
* To know about online scams.
* To send and reply to email threads, and include attachments.
* To begin to become familiar with Microsoft PowerPoint.
* To add images and hyperlinks in PowerPoint.

**Skills: *Through their learning pupils will develop the skills of:*** Online safety through recognising acceptable and unacceptable behaviours; developing ICT skills associated with creating PowerPoints and emailing.**Subject teacher/s:**  Mr Stedeford |

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| **French** | **Mandarin** | **Drama** |
| **Topic/s:** Personal Identity, Numbers, Likes and Dislikes**Aim/s:*** To give details about yourself: name and pets.
* To count from 1 to 20.
* To describe the planets using adjectives of colours and size.
* To name days of the week.
* To express likes and dislikes.

**Skills: *Through their learning pupils will develop the skills of:*** Listening and speaking**Subject teacher/s:** Madame Tatton | Junior 3 do not learn Mandarin. | **Topic/s:** LAMDA**Aim/s:*** To practise confident interaction and communication.
* To  work creatively as a group.
* To learn how to be a good audience.
* To learn to communicate the meaning of a poem meaning effectively to others.
* To learn a poem(s) from memory
* To understand the words and describe the meaning and mood of a poem.

 **Skills: *Through their learning pupils will develop the skills of:*** Building confidence; working together; listening; clear diction; imagination; performance; presenting using actions and props; conversing and speaking aloud. **Subject teacher/s:** Mrs Paphitis - Mrs Wildey |
| **PSHECE** | **Possible Home School links** | **Homework** |
| **Topic/s:** Protective Behaviours**Aim/s:*** To understand our rights, responsibilities and feelings.
* To recognise 'unsafe' feelings and 'Early Warning Signs'.
* To understand how and where to seek help feeling 'unsafe'.
* To understand 'personal boundaries' and recognise and respect the 'personal boundaries' of others around me.
* To develop a network of people I trust, both within and outside of my home.
* To reflect on new beginnings and how we get along and manage our emotions.

**Skills: *Through their learning pupils will develop the skills of:*** Understanding myself, my feelings and my universal right to feel safe; knowing how and when to seek help; developing friendships and safety networks beyond home. **Subject teacher/s:** Mr Stedeford - Mrs van Zyl  | * Plan and make a visit to Stonehenge.
* Practice number bonds to 20 and 100
* Use buttons, cubes or any small items to practise making arrays for multiplication.
* Practise telling the time on an analogue clock to the hour, half past, quarter past and quarter to the hour.
* Learn 3x and 4x tables by heart.
* Put up a world map in the house and learn all the oceans and continents - can you map out places you have visited?
* Plan and make a healthy balanced meal together – discussing the different food groups that you selected from.
 | * Daily reading for 20 mins with an adult
* Spellings – daily practice for weekly test
* Daily times tables practice of target table - 15 mins
* Mathletics - weekly
* English Reading Comprehension - set Friday and due following Wednesday on Seesaw.
* Maths activities - set Friday and due following Wednesday on Seesaw.
* Project work - half termly usually linked to History/Geography or Science topic.
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