



Dates - Spring 1	Dates - Spring 2
<p style="text-align: center;"><b><u>London's Burning</u></b></p> <p><u>History:</u></p> <p>Know where the people and events they study fit within a chronological framework</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Study an event beyond living memory that is significant nationally.</p> <p><u>Art &amp; Design</u> – develop a wide range of art and design techniques in using colour, patten and texture</p> <p><u>Music:</u></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p style="text-align: center;"><b><u>Around the World in 80 Days</u></b></p> <p><u>Geography:</u></p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Use basic geographical vocabulary to refer to key physical features (including: Beach, cliff, coast, hill, mountain, sea, ocean, river, season, weather.</p> <p>Use basic geographical vocabulary to refer to key human features (including. City, town, port, harbour, shop)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and oceans studied at this key stage.</p> <p><u>Science:</u></p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how the day length varies</p> <p><u>Computing</u> - recognise common uses of information technology beyond school</p> <p><u>Art &amp; Design</u> – to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>
<p><b><u>Writing</u></b></p> <p>Poems – using the senses and rhymes</p> <p>Newspaper Articles</p> <p>Diary entries</p> <p>Instructions</p> <p><u>Skills:</u></p> <p>Full stops, capital letters (including names, places, days) and question marks</p> <p>Time openers</p> <p>Describing key events in detail</p>	<p><b><u>Writing</u></b></p> <p>Stories from other cultures</p> <p>(e.g. Handa's Surprise)</p> <p>Diary</p> <p><u>Skills:</u></p> <p>Full stops, capital letters (including names, places, days) and question marks and exclamation marks</p> <p>Using adjectives</p> <p>Planning, creating and editing narrative stories</p>

Reading	Maths	Reading	Maths
Information texts relating to The Great Fire of London	<u>Time</u> -Telling the time to the hour and half past the hour and drawing the hands on a clock face -Sequence events in order -Know and use days of the week and months of the year <u>Place Value</u> -Count forwards and backwards to 100 -Count, read and write numbers to 100 -Identify 1 more or 1 less for any given number <u>Addition and Subtraction</u> -Add and subtract one digit and two digit numbers to 40 -Write number sentences to show additions and subtractions Solve one step problems	Handa's Surprise  Little Penguin Lost	<u>Multiplication and Division</u> -Count in 2s, 5s and 10s Solve one step problems involving multiplication and division <u>Fractions</u> -Recognise, find and name a half and a quarter of an object, shapes and quantities <u>Measures</u> -Compare, describe and solve practical problems for lengths and heights -Measure and record lengths and heights
<b>RE</b>  <p style="text-align: center;"><b>Who Am I? What does it mean to belong?</b></p> <ul style="list-style-type: none"> <li>- Discussing stories of people who belong to groups</li> <li>- Finding out about some symbols of 'belonging' used in Christianity (e.g. cross, candles, christening clothes etc) and other religions</li> <li>- Looking at the story The Lost Sheep or The Lost Coin to explore how all people are important to God</li> <li>- Looking at Christian baptisms</li> <li>- Looking at Christian weddings and comparing to weddings of other cultures and non-religious wedding ceremonies</li> </ul>		<b>RE</b>  <p style="text-align: center;">Continue with topic: Who Am I? What does it mean to belong?</p> <p style="text-align: center;"><b>Easter</b></p> <ul style="list-style-type: none"> <li>- Why is Easter important?</li> <li>- Looking at the essential parts of the story</li> <li>- Looking at why eggs are connected to Easter</li> </ul>	
<b>Phonics</b>		<b>Ways to help at home:</b>	
Phase 5: <b>ay</b> (day), <b>ou</b> (cloud), <b>ie</b> (tie), <b>oy</b> (boy), <b>ea</b> (beach), <b>ir</b> (girl), <b>ue</b> (blue and argue), <b>aw</b> (lawn), <b>wh</b> (when), <b>ph</b> (dolphin), <b>ew</b> (screw and new), <b>oe</b> (toe), <b>au</b> (launch), <b>ey</b> (donkey) Split Digraphs: <b>a-e</b> (came, made, bake, snake) <b>e-e</b> (Pete, these, even) <b>i-e</b> (time, pile, bike, slide) <b>o-e</b> (bone, home, pole, stone) <b>u-e</b> (June, flute) <b>u-e</b> (cube, tube)		Reading school or home books regularly Practising spellings and words containing the sounds sent home. Writing sentences and focussing on handwriting, full stops, capital letters, exclamation marks and question marks Counting to at least 100 (in a fun practical way) Telling the time when at home or out and about Using coins and money to pay for items in shops	

