

**Genres this term:**

1. **Stories with Repetitive Patterns** - Julia Donaldson.
2. **Poems on a fire theme.**
3. **Non-Fiction - Information texts about the Great Fire of London**

**Reading Targets**

- Make predictions based on what has been read so far.
- Identify and discuss main characters, events and settings.
- Make personal reading choices.
- Retell familiar stories in a range of contexts.
- Make basic inferences about what is being said and done.
- Listen to a range of poems beyond their reading level.
- Read words containing *-ed* endings.
- Recall specific information in texts.
- Read aloud books closely matched to their improving phonic knowledge.
- Introduce and discuss key vocabulary.
- Activate prior knowledge e.g. *what do you know about the Fire of London?*

**Writing targets**

- Use question marks.
- Use capital letters for names of people.
- Orally compose every sentence before writing.
- Re-read every sentence to check it makes sense.
- Punctuate simple sentences with capital letters and full stops.
- Use familiar plots for structuring the opening, middle and end of their stories.
- Write poems with simple structures.
- Read aloud their writing to adults and peers.
- Add suffixes to verbs where no spelling change is needed to the root word e.g. help – helped.
- Write information texts with simple text type features.
- Discuss their writing with adults and peers.

**Design and technology**

- Join appropriately for different materials and situations e.g. glue, tape.
- Mark out materials to be cut using a template.
- Fold, tear and cut paper and card.
- Cut along lines, straight and curved.
- Use a hole punch.
- Insert paper fasteners for card.
- Experiment with levers and sliders to find different ways of making things move in a 2D plane.
- Use pictures and words to convey what they want to design/make.
- Propose more than one idea for their product.
- Use kits/reclaimed materials to develop more than one idea.
- Select appropriate technique explaining First... Next... Last...
- Explore ideas by rearranging materials.
- Select pictures to help develop ideas.
- Use drawings to record ideas as they are developed.
- Add notes to drawings to help explanations.
- Describe their models and drawings of ideas and intentions

To make a moving diagram to illustrate the Great Fire of London.

**Music**

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments.
- Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).
- Experiment with and create musical patterns.
- Explore, choose and organise sounds and musical ideas.
- Explore and express their ideas and feelings about music using movement, dance and expressive and musical language.
- Make improvements to their own work.

**HISTORY**

- Recognise the difference between life now and in 1666.
- Place objects and events in time order.
- Use words about the passing of time.
- Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.
- Use simple stories and other sources to show that they know and understand key features of events.
- To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).
- Understand historical concepts and use them to make simple connections and draw contrasts.
- Use sources to answer simple questions about the past.
- Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources.
- To begin to understand the reasons why people in the past acted as they did from a range of sources (e.g. pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films).

**MATHS**

**Week 1**

- Recognise and create repeating patterns with numbers, objects and shapes.
- Identify odd and even numbers linked to counting in twos from 0 and 1.
- Sort objects, numbers and shapes to a given criterion and their own.

**Week 2**

- Understand that a fraction can describe part of a whole.
- Understand that a unit fraction represents one equal part of a whole.
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure).
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

**Week 3**

- Understand that a fraction can describe part of a whole.
- Understand that a unit fraction represents one equal part of a whole.
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure).
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
- Compare and describe capacity/volume (for example, full/empty, more than, less than, half, half full, quarter).
- Measure and begin to record capacity and volume using non-standard and then standard units (litres and ml) within children's range of counting competence.
- Solve practical problems for capacity/volume.

**Week 4**

- Recognise and know the value of different denominations of coins and notes.
- Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as  $7 = \square - 9$ .

**Week 5**

- Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Measure and begin to record time (hours, minutes, seconds).

**ART AND DESIGN**

- Linked to the history learning opportunity, children examine images of buildings from 1666.
- Make drawings on different scales including large scale or group pieces using charcoal and chalk and different grade pencils.
- Experiment with shading using charcoal and graphite sticks to create light and dark tones. Experiment rubbing into shading with rubbers.
- Add colour with chalk pastels or paint. Discuss effects of paint or pastel for flames. Evaluate effects and preferences.
- Develop images of burning houses into digital art using for example, Dazzle, paint.net, 2Create.

**RE**

**Why do we give and receive gifts?**

- Why do people give and receive gifts at Christmas?
- Why was Jesus described as a gift?
- How does it feel when you receive a gift?
- How does it feel when you give a gift?
- What is the best gift you have ever received?

**PHYSICAL EDUCATION**

This term PE will be on Mondays and Thursdays.

Specialist coach - Thursday

Miss Berryman - Monday: Teaching games.

**COMPUTING**

The children will learn about searching safely on the World Wide Web. The children will search for information about the Great Fire of London, including images.

**E-SAFETY**

- Know and abide by the school's rules for keeping safe online (age appropriate).
- Understand that technology should be used respectfully.
- Know where to go for help and support when they have concerns about content they have seen on the internet or other technologies.
- Know what it means to use technology safely.

