

# ENGLISH

## Genres this term:

1. Traditional Tales
2. Recounts

## Reading Targets

- Listen to a range of texts (traditional tales) at a level beyond that at which they can read independently.
- Make predictions based on what has been read so far.
- Identify and discuss the main events in stories.
- Identify and discuss the main characters in stories.
- Listen to a range of non-fiction (recounts).
- Listen to others.
- Activate prior knowledge.
- Recall specific information in texts.

## Writing targets

- Orally compose every sentence before writing.
- Reread every sentence to check it makes sense.
- Punctuate simple sentences with capital letters and full stops.
- Use simple connectives to link ideas e.g. *and, but, or, so*.
- Say, and hold in memory whilst writing, simple sentences which makes sense.
- Sequence events in order.
- Add the prefix 'un' to verbs and adjectives

## ART AND DESIGN

The children will be creating a self-portrait. Extensive drawing and painting will help children develop and improve their observational skills to support this.

They will explore the work of portrait artists who use traditional drawing and painting materials.

## HISTORY

- Recognising the distinction between past and present.
- Placing a few events and objects in order by using common phrases to show the passing of time.
- Knowing where some people fit into a chronological framework by using common words and phrases about the passing of time
- To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.
- Use simple stories and other sources to show that they know and understand key features of events – especially when recalling personal events.
- 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.

## MATHS

Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).

- Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children's range of counting competence.
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).
- Solve practical problems for length and height and mass/weight.

- 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.
- Describe position, directions and movements, including half, quarter and three-quarter turns.

- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Compare, describe and solve practical problems for time (quicker, slower, earlier, later).

## GEOGRAPHY

This Half term the children will learn to name, locate and identify the characteristics of the four countries of the United Kingdom (England, Scotland, Wales and Northern Ireland) as well as their capital cities (London, Edinburgh, Cardiff and Belfast) and its surrounding seas (North Sea, English Channel, Irish Sea and St George's Channel.)

- What are the four countries of the United Kingdom and where are they located?
- What are the capital cities of the four countries of the United Kingdom and where are they located?
- What is meant by the term, 'capital city'?
- What are the seas that surround the United Kingdom and where are they located?
- What are some of the characteristics of the four countries of the United Kingdom?
- What are some of the characteristics of the four capital cities of the United Kingdom?

## COMPUTING

In Computing this term the children will be learning to manipulate images. They will create their own photo album using 'Photostory'.

Following the experience of taking images in school, the children will be asked about how photographs are taken outside school e.g. at home by their families.

## ESAFETY

- Use technology safely.
- Recognise situations involving content and contact that are not safe, (e.g. in emails, text messages, videos) and know where to go for help.
- Minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.

## RE

### Easter Celebrating New life and New Beginnings

- What do you think is the most important part of the Easter Story?
- In what way is the Easter Story about new life?
- How do you think people feel when someone they love has died?
- How does the life cycle of a butterfly reflect the events of Easter?
- In what way is Easter a new beginning?

## PHYSICAL EDUCATION

### PE WILL BE TAUGHT ON TUESDAYS AND THURSDAYS THIS HALF TERM!

The children will be learning about throwing underarm this half term.

On Thursday they will have Outdoor Adventurous Activities.

