

In Physical Education your child will learn to:

- Dance - Perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change and shape
- Dance - Copy short motifs (a short phrase, movement or gesture that is repeated)
- Dance - Link two or more actions together
- Games - Move into a given space within a game
- Games - Begin to understand where to stand to make a game more difficult for an opponent
- Games - Throw a ball underarm, over arm and use a bounce pass
- Games - Move into a given space to catch a ball
- Games - Pass a ball to a partner using his/her hands and feet
- Games - Hit a ball with a tennis style bat or racquet
- Games - Stop a ball with his/her feet before passing it

In art and design your child will learn to:

- Painting - Use different brush types to make different marks: lines, blobs, dots, dashes
- Sculpture - Make a model using natural and manmade materials to show a simple idea or using their imagination

In history your child will learn to:

Hi 3 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Hi 1 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Class Reading: The Man on the Moon

Global Partnership: Zimbabwe

Learning Shona –practice writing and saying some basic words in Shona.

In computing, your child will learn to: Digital Literacy –

Use technology safely and respectfully. Keep personal information private when using technology. Ask for help if they feel unsure about any online content or contact and who to ask. Describe common uses of information technology beyond school. **Co 4** Use technology purposefully to create, organise, store, manipulate and retrieve digital content. **Co 1** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. **Co 5** Recognise common uses of information technology beyond school.

In RE your child will learn to:

What can we learn from stories shared by Christians, Muslims and Jews?

- Beliefs, teaching and sources
- Forms of expression
- Questions of meaning, purpose and faith

In PSHE, your child will learn to:

Patient
be patient and persevering
Time
Attention
"The two most powerful warriors are patience and time." Leo Tolstoy
Becoming patient. Showing patience.
Compassionate
To be compassionate and kind whilst acting justly.
Do to others... For all
"The end result of kindness is that it draws people to you." Anita Roddick

Key Knowledge:

- To be able to further describe the simple physical properties of a variety of everyday materials.
- To be able to compare and group together a variety of everyday materials on the basis of their simple physical properties.
- To know about some other major space events e.g. first dog in space (1957); first human in space (1961); first humans on the Moon (1969); launch of Hubble space Telescope (1990); first British person in space (1991) and final launch of the American Space Shuttle Program, STS135 (2011), Tim Peaks (2016) and consider space exploration and travel in the future.

In music, your child will learn to:

Mu 4 Experiment with, create, select and combine sounds using the interrelated dimensions of music.

Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

In design technology your child will learn to:

DT D 1 Design purposeful and functional products for themselves and other users based on design criteria. DT E 1 Explore and evaluate a range of existing products. DT TK 2 Explore and use mechanisms (e.g. levers, sliders, wheels and axles). DT D 2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. DT E 2 Evaluate their ideas and products against design criteria.

In geography your child will learn to:

- Human and Physical Geography - Use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Reading:

- Apply phonic knowledge and skills as the route to decode words
 - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
 - Read accurately by blending sounds in unfamiliar words containing GPCs* that have been taught
- *Grapheme-Phoneme Correspondences
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
 - Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
 - Read other words of more than one syllable that contain taught GPCs
 - Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
 - Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
 - Develop pleasure in reading, motivation to read, vocabulary and understanding by: ⇒ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ⇒ being encouraged to link what they read or hear read to their own experiences ⇒ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ⇒ recognising and joining in with predictable phrases ⇒ learning to appreciate rhymes and poems, and to recite some by heart ⇒ discussing word meanings, linking new meanings to those already known
 - Understand both the books they can already read accurately and fluently and those they listen to by: ⇒ checking that the text makes sense to them as they read and correcting inaccurate reading ⇒ drawing on what they already know or on background information and vocabulary provided by the teacher ⇒ discussing the significance of the title and events ⇒ making inferences on the basis of what is being said and done.

Writing:

- Write sentences by: ⇒ Saying out loud what they are going to write about ⇒ Composing a sentence orally before writing it ⇒ Sequencing sentences to form short narratives ⇒ Re-reading what they have written to check that it makes sense
- Join words and join clauses using 'and'
- Read aloud their writing clearly enough to be heard by their peers and the teacher
- Discuss what they have written with the teacher or other pupils
- Leave spaces between words
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Sit correctly at a table, holding a pencil comfortably and correctly
- Form lower-case letters in the correct direction, starting and finishing in the correct place
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
- Form capital letters
- Form digits 0-9
- Spelling,

Punctuation and Grammar (SPAG):

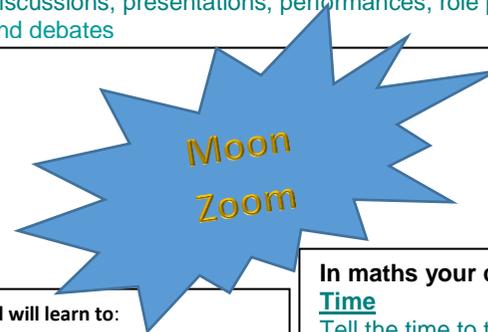
- Use regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- Know how words can combine to make sentences
- Join words and join clauses using and
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use capital letters for names and for the personal pronoun I
- Use subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Use expanded noun phrases for description and specification
- Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Safeguarding Curriculum: Why do we take the register?
Show the register
Explain why it goes to the office
Why do parents call to tell us if you're ill?

In English your child will learn to:

Spoken Language:

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Articulate and justify answers, arguments and opinions
- Gain, maintain and monitor the interest of the listener
- Speak audibly and fluently with an increasing command of Standard English
- Ask relevant questions to extend their understanding and knowledge
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Participate in discussions, presentations, performances, role play, improvisations and debates



In science your child will learn to:

Sc EM 3 Describe the simple physical properties of a variety of everyday materials. Sc EM 2 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Sc WS 5 Use their observations and ideas to suggest answers to questions. Sc EM 4 Compare and group together a variety of everyday materials on the basis of their simple physical properties. Sc WS 6 Gather and record data to help in answering questions. Sc WS 1 Ask simple questions and recognise that they can be answered in different ways. Sc WS 3 Perform simple tests.



In maths your child will learn to:

Time

Tell the time to the hour and half-past the hour; solve practical problems for time.

Exploring calculation strategies within 20

Represent and use number bonds; use concrete and pictorial representation to solve one-step problems.

Numbers to 50

Count, read, write, identify, represent in numerals and words; recognise place value.

Trips: Science Museum – Focus on the Space parts of the museum.

Visitor: Engineer or architect

