

## English

**Creating images:** use a selection of poems to explore how to create images using words. Children find and use adjectives and adjective phrases to convert a poem to prose. Use their voice to add excitement to a poem performance and compose poems using a variety of themes.

**Stories by the same author:** using the delightful illustrations and books of Michael Foreman, children have opportunities to practise simple, compound & complex sentences with powerful verbs. They then create their own stories based around I'll Take You to Mrs Cole.

**Roman Myths:** children read, explore and discuss myths; role-play being Roman gods and retell myths from different perspectives. They research and write their own myths, presenting them to an audience.

**Non-chronological reports:** children study the structure & language features of non-chronological reports before planning, researching & finally composing their own sports report. At the end of the plan the class explore persuasive language & different points of view, ending in a debate.

**Newspaper Reports: Roman:** all about the Romans and Pompeii, children will be immersed in what life was like in Roman times. They will then write a variety of recounts to create a Roman newspaper.

**Letters:** Christmas is coming! In the build up to Christmas children will be writing letters to Father Christmas, learning about tense, writing in the 3rd person and using powerful verbs.

## Maths

### **Number – Place Value**

Identify, represent and estimate numbers using different representations.

Find 10 or 100 more or less than a given number

Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).

Compare and order numbers up to 1000

Read and write numbers up to 1000 in numerals and in words.

Solve number problems and practical problems involving these ideas.

Count from 0 in multiples of 4, 8, 50 and 100

### **Number – Addition and Subtraction**

Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

Estimate the answer to a calculation and use inverse operations to check answers.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

### **Number – Multiplication and Division**

Count from 0 in multiples of 4, 8, 50 and 100

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objectives.

## R.E.

**Creation/Fall:** What do Christians learn from the creation story?

Examine Genesis 1,2 and 3 and describe what Christians believe about God and creation, whilst exploring their own views.

**Incarnation/God:** What is the trinity?

Exploring the Christian belief that God is Trinity: Father, Son and Holy Spirit and what impact this belief has on Christians.

## Science

**Animals including humans** How do living things get their food? Which food do animals need in order to survive?

What is special about the human skeleton? What is the function of muscles?

Art	Big Draw: Living lines theme. Imitating Roman and Celtic art and crafts. Roman shield design and making. Mosaics and collage.
ICT	<p><b>Database (maths linked)</b></p> <ul style="list-style-type: none"> <li>• Collect information by designing and using a simple questionnaire to record numbers, text and choices.</li> <li>• As a class, design what information needs to go on record cards</li> <li>• Create record cards to store collected information</li> <li>• Use a database to generate bar charts and graphs to answer questions</li> <li>• Answer questions by searching and sorting the database</li> </ul> <p><b>Messaging</b></p> <ul style="list-style-type: none"> <li>• In online discussion: start new threads and contribute to others relevant to the topic; consider relevance of contributions</li> <li>• Begin to experience other forms of online discussion, such as blogs, wikis, quizzes, surveys and video conferencing</li> </ul> <p><b>E-Safety is on-going and requires bespoke lessons as well as regular reference</b></p>
PE	<p>Gymnastics: stretching, curling and arching: children will travel and jump fluently, holding balanced positions demonstrating a variety of stretched and curled shapes. Children will receive and transfer body weight safely in different situations and create a sequence with a partner. Children will identify how the overall performance of a sequence can be improved.</p> <p>Gymnastics: pathways: children will understand, identify and use flexible and direct pathways. Children will travel along different pathways using appropriate movements. Children will construct sequences which use planned variations in speed, level and pathways.</p> <p>Outdoor PE: Ball skills: throwing, catching, rolling and bowling: developing skills that can be applied in a range of invasion/team games. Children will consolidate and improve their skills, improve their ability to select and apply simple tactics, work cooperatively in small groups and recognise how small group activity can be improved.</p>
Music	<p>Music express:</p> <p><b>Environment:</b> focus on composition; children explore songs and poems about places. Children create accompaniments and sound pictures to reflect sounds in their local environment.</p> <p><b>Building:</b> focus on beat; the sights and sounds of a building site provide the inspiration for exploring and creating rhythms. Children play games, sing and compose music to build into a performance.</p> <p><b>Sounds:</b> focus on exploring sounds. How are sounds produced and classified? Children explore timbre and structure through musical conversations in music from around the world.</p> <p><b>Poetry:</b> focus on performance. Three contrasting poems are explored and developed. The children use voices, body percussion, instruments and movement to create their own expressive performance.</p>
DT	Pizzas: designing pizzas for specific audience; food hygiene and safe use of equipment when making pizzas.
PSHEC	<p>Our Happy School focuses on creating a happy and collaborative learning environment. New ground rules are established building on principles introduced in key stage 1.</p> <p>Out and About focuses on children interacting with other people, enabling them to become better communicators. It progresses to aspects of safety that may occur when children are out and about: personal safety; road safety; fire safety and firework safety.</p>