**Year Group:**

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| **History**  **As historians we want to know and remember**  **Knowledge**  **Who Roald Dahl was**  **Reasons why he is famous**  **Key dates and places associated with Roald Dahl**  **Vocabulary**  **Script, writing, Cardiff, famous, pilot, author, Norway.**  **We want to practice how to (do)**  **Skills**  **Sequence the famous books on a timeline**  **Sequence Roald Dahls life o a time line**  **Investigate the different books and characters that he created**  **Find out facts about Roald Dahl, including dates and places.** | **ICT**  **As computer scientists we want to know and remember**  **Knowledge**  **Understand what an algorithm is**  **Understand that programs execute by following precise instructions**  **Create and debug simple programs**  **Use logical reasoning to predict the behaviour of simple programs**  **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**  **Apply methods and features in an independent programming project.**  **Vocabulary**  **Algorithm, block, broadcast, command, control, debug, edit, execute, logic, program, repetition, save, script, selection, sequence, sprite**  **We want to practice how to (do)**  **Skills**  **Create and debug simple programs**  **Program the movement and appearance of an on-screen sprite**  **Use logical reasoning to predict the behaviour of simple programs.**  **Program sprites to create a short animation.**  **Program a number of sprites to move together.**  **Program scene changes in an animation**  **Design and program a maze game.**  **Use messaging to control sprites in a game.** | **Art and Design**  **As artists we want to know and remember**  **Knowledge**  **Create repeating patterns, varying the direction, pattern and colours.**  **To explore different textures-taking rubbings**  **To create a piece of frottage art.**  **Learn about the work of Max Ernst**  **To develop painting skills.**  **To study the work of Quentin Blake**  **To use sketching and watercolour techniques to create Roald Dahl story characters.**  **Vocabulary**  **pattern, repeat, colour, direction, create,**  **rubbing, texture**  **frottage, Max Ernst, texture, collage**  **Roller coaster,brush,paint**  **Quentin Blake, sketch, watercolour, illustrate**  **We want to practice how to (do)**  **Skills**  **Create repeating patterns using everyday objects.**  **Develop fine motor skills.**  **Identify different textures**  **Use colour to create different effects.**  **Develop and share art ideas, experiences and imagination**  **Know how to hold a paintbrush, load it with paint and use flowing strokes when painting.**  **Apply watercolour paints/ inks to create Quentin Blake style pictures.**  **Use sketchbooks to record thoughts and ideas and to experiment with materials.** |
| **Music**  **As musicians we want to know and remember**  **Knowledge**  **Find the pulse of music**  **Recognise Reggae music**  **Recognise and name instruments:keyboard, drums, bass, electric guitar, singers**  **Vocabulary**  **Keyboard, drums,bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.**  **We want to practice how to (do)**  **Skills**  **Find the pulse**  **Clap rhythms**  **Create their own rhythms**  **Sing and dance in time and using actions**  **Play instrument parts**  **Compose and improvise, perform and share** | **Topic: Roald Dahl** | **PE**  **As sports people we want to know and remember**  **Knowledge**  **Skip through a rope**  **Coordinate arms and feet**  **Improve timing of movements**  **Improve balance stamina**  **Jump in a variety of different ways**  **Vocabulary**  **Jump, timing, balance, coordination, hop, run, partners, wide, consistent.**  **We want to practice how to (do)**  **Skills**  **Jump in different ways - double bounce. Step through, speed bounce, backwards bounce, partner bounce.**  **Big class rope - run, jump, out.** |
| **PSHCE**  **Knowledge**  **Healthy me**  **I know what I need to keep my body healthy**  **I am motivated to make healthy lifestyle**  **choices**  **I understand how medicines work in my body**  **and how important it is to use them safely.**  **To feel positive about caring for my body and**  **keeping it healthy**  **I can sort foods into the correct food groups**  **and know which foods my body needs every**  **day to keep me healthy.**  **Vocabulary**  **Physical health, mental health, food groups, energy, medicine, protein, carbohydrates, fats, sugars, healthy, unhealthy, snacks, treats, hygiene, sleep.**  **Skills**  **I can make some healthy snacks**  **and explain why they are good for**  **me. I can sort foods into the correct group. I can explain what happens if I have too much of a certain food. I can discuss ways to keep healthy** | **RE**  **Why is the Bible special to Christians?**  **How do Christians celebrate Easter?**  **Knowledge**  **New and Old Testament stories**  **Noah’s Ark**  **Daniel and the Lion**  **Moses- links to Judaism**  **David and Goliath**  **Jonah and the Whale**  **St Cuthbert local faith communities**  **Vocabulary**  **We want to practice how to (do)**  **Skills** | **Design and Technology**  **Vehicles**  **Knowledge**  **To investigate a variety of vehicles and their uses and features.**  **To investigate wheels, axles and chassis.**  **To be able to investigate ways of creating and**  **decorating the body of a vehicle.**  **To be able to design a vehicle.**  **To be able to make a vehicle based on a design.**  **Vocabulary**  **Vehicle, purpose, features, wheels, axis, chassis, design, turn, body, improve, evaluate, carry, drive.**  **We want to practice how to (do)**  **Skills**  **Analyse vehicles and their uses, and what features they have to achieve this.**  **Investigate how wheels, axis and chassis work in a vehicle.**  **Cut, design, measure, make.**  **Evaluate what went well and what could be improved next time.** |
| **Maths**  **Knowledge**  **Fractions**  **Reading scales**  **Partitioning numbers into tens and ones**  **+and - two digit numbers**  **X and ÷ counting in 2s, 5s,10s and 3s**  **Find different combinations of coins that equal the same amounts of money**  **Vocabulary**  **whole. part, equal part, half, quarter, three quarters, equivalent**  **scale, value, weight, length, liquid, cm,m, g,kg, ml,l**  **division, divide, share, share equally,**  **array, row, column, double, halve**  **partition, recombine, hundreds**  **coins, value, same**  **Skills**  **To develop fluency and the ability to reason mathematically to solve problems. Pupils will reason about what they already know to solve problems and improve fluency. Children will have be able to make mathematical connections.** | **Science**  **Knowledge**  **Animal young and comparing them to their adults.**  **How animals change as they grow up.**  **Introduced to the life cycles of several varied common animals, including humans.**  **How humans change as they grow older.**  **The basic needs of animals for survival.**  **Vocabulary**  **Offspring, young, growth, survival, mammals, reptiles, birds, fish, amphibians, characteristics, live young, eggs, toddlers, babies, teenagers, changes, adults, food, water, air.**  **Skills**  **Children can sort and classify objects (animals). Children can describe the main stages of at least two different animal life cycles. Children can identify and match several animal offspring and their adult forms.**  **Children can name the three basic needs of all animals to survive. Children can identify several ways that humans grow and develop through each life cycle stage.** | **Literacy**  **Knowledge**  **TFW text - the Enormous Crocodile.**  **A flawed character focus.**  **The change of a character, looking at the behaviours and attitudes of the character. What tricks and the purpose of these. How the character can be stopped, and why. Chn to create their own flawed character and design tricks and how to foil them.**  **Speaking and Listening Reading**  **Daily phonics -differentiated groups**  **Guided Reading**  **Opportunities to read in foundation subjects.**  **Home School reading**  **Reading for Pleasure**  **Books to share**  **Designated class story time**  **Vocabulary**  **Opening, build up, dilemma, resolution, ending, setting, adjectives, speech, verbs, cunning, secret, plans, tricks, camouflage, disguise, attitudes, behaviours.**  **Skills**  **Create logical and clear plans, sustain their writing, use speech and add detail to their work. Use their phonetic knowledge and resources available to spell CEW accurately. To have clear and legible handwriting. Begin to self check and peer mark work.** |
| **We will involve our families in our learning by:**  **Literacy Drop in**  **Easter Reading Challenge**  **Parent Teacher Consultations.** | | |
| **The strategies to support our most vulnerable learners are** | | |