

English coverage

Spelling and GaP Buster activities completed on a daily basis.

Whole-class guided reading, completed every afternoon.

Week 1: Can I write a limerick?

Week 2: Can I write a setting description?

Week 3: Can I write my own chapter?

Week 4: Can I write an alternative fairy tale?

Week 5: Can I write an alternative fairy tale?

Week 6: Can I write a set of instructions?

Week 7: Can I write a set of instructions?

Science coverage

Week 1: Do I understand the differences between solids, liquids and gases?

Week 2: Can I correctly categorise materials according to whether they are solids, liquids or gases?

Week 3: Can I show an understanding of evaporation and condensation?

Week 4: Do I understand the water cycle?

Week 5: Can I observe the change in state when a solid is heated and then cooled? (Fair Test)

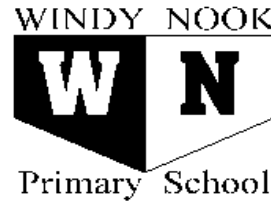
Week 6: Can I observe the change in state when a solid is heated and then cooled? (Fair Test)

Week 7: Can I observe the change in state when a solid is heated and then cooled? (Fair Test)

Class: Tulips

Class Teacher: Miss Marshall

Term: Autumn 1



Article 28: You have the right to a good-quality education. You should be encouraged to go to school to the highest level you can.

Learning Hook: Life on the Tyne

This half term, children will be learning about the River Tyne.

During this half term, children will sketch elements of the river and learn about river features.

This half term children will complete learning linked to Black History Month.

Maths coverage

Daily times tables practice. 3 x Speed Calc, 1 x Speed Shape, 1 x Speed Measure.

Week 1: Can I recognise, compare and order numbers beyond 1000?

Week 2: Can I round numbers to the nearest 10, 100 and 1000?

Week 3: Can I add and subtract numbers with up to 4-digits?

Week 4: Can I use formal methods for multiplication?

Week 5: Can I use formal methods for division?

Week 6: Can I recognise equivalent fractions?

Week 7: Can I recognise and count in tenths and hundredths?

Computing coverage

Week 1: Can I explain strategies for keeping my personal information safe?

Week 2: Do I understand that my behaviour online influences my online identity?

Week 3: Can I explain the issues around impersonation online?

Week 4: Can I explain strategies to ensure my online experiences are as safe as possible?

Week 5: Can I explain the importance of respect in my online behaviour?

Week 6 & 7: Can I explain strategies to protect my health and wellbeing when using technology?

Discrete subjects

Music

Children will learn to read music and play the violin with a specialist music teacher. Children read pitch notations to learn a traditional North East folk song.

French

Children will be completing daily speaking and listening with written work in the final two weeks of term. This term's focus is Les Animaux (animals)

P.S.H.E

Children will learn about resilience and growth mindset. Children will be creating a class charter linked to our UNICEF rights.

British Values

Individual Liberty

Children can choose their own golden time activity.

Rule of Law

Children will be expected to follow school rules, and will follow school behaviour policy for reward and punishment.

Mutual Respect

Children will be given opportunities to work alongside each other and follow the class Rights Respecting Charter.

Democracy

Children will be allowed to select tasks based on their perception of their ability.

PE coverage

Week 1: Can I develop my running technique?

Week 2: Can I improve my running technique (sprinting)?

Week 3: Can I practice running in a relay?

Week 4: Can I develop my standing long jump technique?

Week 5: Can I learn a variety of jumping techniques?

Week 6: Can I develop my throwing technique to increase accuracy?

Week 7: Can I develop my throwing technique to increase distance?

RRSA Links

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12 You have the right to give your opinion, and for adults to listen and take it seriously

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need

Topic coverage

Week 1: Can I follow the course of the river Tyne?

Week 2: Can I understand the economic features of the River Tyne?

Week 3: Can I understand the economic features of the River Tyne?

Week 4: Do I know how the River Tyne has changed over time?

Week 5: Can I sketch areas of the River Tyne?

Week 7: Can I show an understanding of the water cycle?

RE coverage

Week 1: Can I explore the different representations of Jesus in art around the world?

Week 2: Can I reflect on what pictures of Jesus tell us about people's personal beliefs about him?

Week 3: Can I reflect on what Jesus was like as a person, using the Gospels?

Week 4: Can I explore other people's view of Jesus from the Bible?

Week 5: Can I explore the symbolic language used to describe Jesus in the Bible?

Week 6 & 7: Can I consolidate knowledge of Jesus and reflect on my own response to what we found out about him?