

English coverage

Spelling and GaP Buster activities completed on a daily basis.

Whole-class guided reading, completed every afternoon.

Week 1: & 2 Can I write a narrative including a Viking quest?

Week 3: Can I write a diary entry in role as a character?

Week 4: Can I invent and describe a mythical character?

Week 5: Can I write an explanation text?

Week 6: Can I write an explanation text?

Science coverage

Week 1: Can I identify the different types of teeth and their functions?

Week 2: Can I investigate how to keep teeth healthy?
Observation Over Time

Week 3: Can I describe the simple functions of the basic parts of the digestive system in humans?

Week 4: Can I demonstrate the process of digestion?

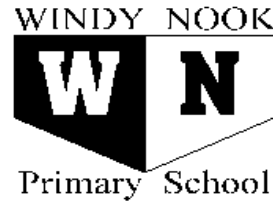
Week 5: Can I construct and interpret a variety of food chains?

Week 6: Can I observe whether there is a difference in the teeth of a carnivore or herbivore?

Class: Snowdrops

Class Teacher: Mr Brown

Term: Spring 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.

Maths coverage

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

Week 1: Can I compare and order numbers?

Week 2: Can I round numbers, including decimals?

Week 3: Can I add and subtract in real-life problems?

Week 4: Can I divide to find remainders and solve associated problems?

Week 5: Can I use a written method for multiplication?

Week 6: Can I convert fractions and decimals?

Computing coverage

Week 1: Can I create and debug precise information?

Week 2: Can I translate movements into a series of commands? Can I identify, locate and fix bugs in a program?

Week 3: Can I predict where a program will fail and modify the errors?

Week 4: Can I represent an algorithm as a computer program?

Week 5: Can I use instructions that use loops to repeat patterns?

Week 6: Can I use sequential and looped commands to complete a maze?

Learning Hook: Vicious Vikings

This half term, children will be learning about the Vikings. Children will participate in a workshop led by students from Durham University.

Children will take part in learning linked to Internet Safety Day.

Discrete subjects

Music

Children will learn to read music and play the violin with a specialist music teacher. Children will learn Viking songs.

French

Children will be completing daily speaking and listening with written work in the final two weeks of term. This term's focus is Comptines et Chansons (Nursery Rhymes).

P.S.H.E

Children will be learning about oral hygiene and medicine safety.

PE coverage

Week 1: Can I develop my knowledge of gymnastics balances?

Week 2: Can I travel in a variety of ways?

Week 3: Can I move and balance with symmetry?

Week 4: Can I create asymmetrical movement and balances?

Week 5: Can I develop a gymnastics routine that includes symmetrical and asymmetrical balances?

Week 6: Can I develop and perform a gymnastic routine?

History coverage

Week 1: Do I know where the Vikings came from and why?

Week 2: Do I understand that people have different options about history?

Week 3: Can I understand how the Vikings travelled?

Week 4: Can I investigate the importance of trade for the Vikings?

Week 5: Do I know there are different opinions about the Viking raids?

Week 6: Can I compare and contrast the Vikings with another historical period?

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.

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

RE coverage

Week 1: Can I describe the ways in which the Bible is important for Christians?

Week 2: Can I explore how Christians use the Bible at home and at Church?

Week 3: Can I explore the different kinds of writing in the Bible and reflect on why each is important?

Week 4: Can I reflect on what makes a book special to different people?

Week 5: Can I explore how different genres of writing in the Bible show different aspects of God?

Week 6: Can I investigate the Old and New Testaments of the Bible?