

### English coverage.

Spelling and GaP Buster activities completed on a daily basis.

Whole-class guided reading, completed every afternoon.

Week 1– Riddles

Week 2– Adventure Story

Week 3 – Adventure Story

Week 4– Adventure Story

Week 5– Adventure Story

Week 6– Newspaper Report

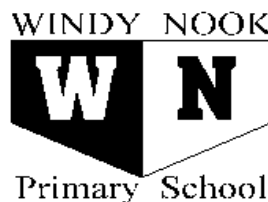
Week 7– Newspaper Report

Week 8– Digital Literacy

**Class: Bluebells**

**Class Teacher: Miss Hill**

**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.*

### Maths coverage

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

Week 1: Can I understand place value?

Week 2: Can I understand place value?

Week 3: Can I use formal methods for addition and subtraction?

Week 4: Can I use formal methods for addition and subtraction?

Week 5: Can I show an understanding of multiplication and division?

Week 6: Can I show an understanding of multiplication and division?

Week 7: Can I show an understanding of fractions?

Week 8: Can I show an understanding of fractions?

### Science coverage

Week 1: Can I show understanding of 'working scientifically?'

Week 2: Can I compare different types of rocks?

Week 3: Can I investigate the properties of different types of rocks?

Week 5: Can I explain how soil is formed?

Week 6: Can I investigate soil permeability?

Week 7: Can I explain how fossils are formed?

Week 8: Can I write a biography about the life of a significant scientist?

## **Learning Hook: Segedunum Roman Fort trip**

This half term, children will be learning about the Ancient Romans. Children will participate in a visit to Segedunum.

The children will learn about staying safe online.

They will also create an RRSA class charter.

### Computing coverage

Week 1: To explore a new programming environment

Week 2: To identify that commands have an outcome

Week 3: To explain that a program has a start

Week 4: To recognise that a sequence of commands can have an order

Week 5 & 6: To change the appearance of my project

Week 7 & 8: To create a project from a task description

## Discrete subjects

### Music

Children will learn to read music and play the violin with a specialist music teacher. Children will learn a song about Romans.

### Spanish

Children will be completing daily speaking and listening with written work in the final two weeks of term. This term's focus is Spanish greetings.

### P.S.H.E

Children will be learning about online safety and recognising when someone is upset, hurt or angry online.

## 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 run with the ball, match speed and change direction?

Week 2: Can I run with the ball and develop my passing?

Week 3: Can I develop my ability to pass the ball effectively and tactically?

Week 4: Can I understand how to use tactics to beat the defence?

Weeks 5 & 6: Can I use tactics to defend against the other team?

Weeks 7 & 8: Can I apply my skills and knowledge to a game situation?

## 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

## History coverage

Week 1: Can I show knowledge of timelines?

Week 2: Do I understand what primary and secondary sources are?

Week 3: Can I use my research skills to find out about Julius Caesar? Computing link.

Week 4: Can I design and make a Roman tile? DT and art links.

Week 5: Can I carry out a historical enquiry?

Week 6: Do I understand how the Roman Empire grew?

Week 7: Do I know how the Romans built an empire?

Week 8: Do I know how the Romans were so successful?

## RE coverage

Week 1: Can I explore the history of Hinduism?

Week 2: Can I explore the Hindu creation story?

Week 3: Can I explore the Hindu belief in God and reflect on the importance of the aum symbol?

Week 4: Can I explore the Hindu idea of God in many forms?

Week 5: Can I reflect on the idea of the characteristics of God being represented in many forms?

Week 6: Can I engage with and reflect on the idea that Hindus believe the many qualities of God are represented in various ways?

Weeks 7 & 8: Can I explore why Lakshmi is important to Hindu people?