|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theme:** Follow the Yellow Brick Road    **Breadth:** | | | | | **Things your child will need this term please**   * A clearly named art apron (this could simply be a large old shirt) * Junk modelling/recyclable materials – particularly small boxes and tubes please * Moving toy vehicles (wooden if possible please) * A full outdoor PE kit with trainers | |
| **As Writers:**  Add suffixes to spell longer words.  Develop stamina and a positive attitude towards writing by writing for a range of purposes.  Make simple additions, revisions and corrections to their own writing by evaluating their work and the work of others.  Re-read to check their writing makes sense and that verbs to indicate time are used correctly and consistently. | | **Being Physically Active:**  Master basic movements including running, jumping and throwing.  Develop competence to excel in a broad range of physical activities.  Engage in competitive sports and activities.  ***NB P.E. will be on Wednesdays and Thursdays but there may be opportunities for additional sport. Please ensure named kits are in school EVERYDAY.*** | | **As Design Technologists:**  Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.  Create products using levers, wheels and winding mechanisms.  Design products that have a clear purpose and an intended user.  Make products, refining the design as work progresses. | | **As Scientists:**  Explore and compare the differences between things that are living, dead and things that have never been alive.  Identify that most living things in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  Identify and name a variety of plants and animals in their habitats, including micro-habitats.  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. |
| **As Readers:**  **Class Reader: The Wizard of Oz**  **Narrative: Extracts from the Wizard of Oz**  **Non-Fiction: Newspaper Reports**  Listen to, discuss and express views about a wide range of contemporary and classic stories at a level beyond that at which they can read independently.  Discuss the sequence of events in a book.  Discuss and clarify the meaning of words, linking new meanings to known vocabulary.  Make inferences on the basis of what is being said and done.  Predict what might happen on the basis of what has been read so far. | | | **As Mathematicians:**  Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.  Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.  Identify 2D shapes on the surface of 3D shapes.  Compare and sort common 2D and 3D shapes and everyday objects.  Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.  Know the number of minutes in an hour and the number of hours in a day. | | | **As Musicians:**  Exploring timbre, tempo and dynamics.  Experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| **As Computer Experts:**  Understand what algorithms are.  Create and debug simple programs.  Use logical reasoning to predict the behaviour of simple programs. | | **As Geographers:**  Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.  Understand geographical similarities and differences through studying the human and physical geography of the UK.  Use world maps, atlases and gloves to identify the UK and its countries. | | **Religious Education:**  Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. | | **As Citizens (PSHCE):**  I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.  I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.  I can identify some of the things that cause conflict with my friends.  I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.  I recognise and appreciate people who can help me in my family, my school and my community.  I can express my appreciation for the people in my special relationships. |
| **Key Vocabulary:** | mechanism, rotating, force, annotate, attach, chassis, automatically, fluency, inspiration, purpose, user | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum Drivers:** | **Curiosity:** | **Knowledge of the wider world:** | **Aspirations:** |
| Which designers can I take inspiration from? What can I design and create? What designers do I know? What do they make? | What do people from around the world design? What designs are there from other parts of the world? | Can I be a designer? What product could I be a designer of? |
| **Home Learning** | Please refer to the **Homework Menu** in your child’s Homework Journal. Instructions can be found at the top of the menu. Homework is due in on **Thursday 26th May** please.  Please **read** every evening for 10 to 15 minutes with your child. Write your comments in your child’s golden Reading Diary. Can they reach the top of the **Reading Rainbow** with **24** reads at home?! How many times can you circle the Rainbow?! | | |