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| **Topic/Subject:** It’s a Kind of Magic!  **Leon and the Place Between : Mcallister/Grahame Baker-Smith, Angela,  Baker-Smith, Grahame: Amazon.co.uk: Books**  **Breadth:** | | | | | **Things your child will need this term please**   * **Dragon books, toys or models** * **Pop-up books/Lift the flap books/Moving books** * **Old magazines, comics, etc** * **One shoebox each** * **An art apron (could simply be an old shirt)** | |
| **As Writers:**  Develop positive attitudes and stamina for writing by writing for different purposes.  Consider what they are going to write about by planning, writing down new ideas and new vocabulary.  Learn how to use subordination and coordination. | | **Being Physically Active:**  Perform dances using simple movement patterns.  Develop balance, agility and co-ordination, and begin to apply these in a range of 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:**  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and ICT.  Select from a range of tools and equipment to perform practical tasks.  Select from and use a wide range of materials and components, including construction materials.  Evaluate their ideas and products. | | **As Scientists:**  Observe and describe how seeds and bulbs grow into mature plants.  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  Perform simple tests.  Identify and classify.  Gather and record data. |
| **As Readers:**  **Class Reader: The Worst Witch**  **Narrative: Leon and the Place Between**  **Poetry: Dragon Poems**  **Non-Fiction: Unicorn and Dragon Non-Chronological Reports**  Listen to, discuss and express views about stories and non-fiction at a level beyond that they can read independently.  Discuss how items of information are related.  Be introduced to non-fiction texts that are structured in different ways. | | | **As Mathematicians:**  Recognise and use symbols for pounds and pence.  Find different combinations of coins that equal the same amounts of money.  Solve simple problems in a practical context involving addition and subtraction of money, including giving change.  Interpret and construct simple pictograms, tally charts and tables.  Ask and answer simple questions by counting, sorting and organising categories.  Ask and answer questions about totalling and comparing categorical data.  Recognise, find, name and write fractions one third, 1 quarter, 2 quarters and 3 quarters of a length, shape, set of objects or quantity.  Write simple fractions. | | | **As Musicians:**  Use voices expressively and creatively by singing songs.  Play tuned and untuned instruments musically. |
| **As Computer Experts:**  Understand what algorithms are.  Create and debug simple programs.  Use logical reasoning to predict the behaviour of simple programs. | | **As Geographers (London):**  Ask and answer geographical questions.  Identify the key features of a place.  Use maps, atlases and globes to identify the UK and its countries.  Use compass directions and locational language. | | **Religious Education:**  Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. | | **As Citizens (PSHCE):**  I know what I need to keep my body healthy.  I can show or tell you what relaxed means.  I understand how medicines work in my body and how important it is to use them safely.  I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.  I can decide which foods to eat to give my body energy. |
| **Key Vocabulary:** | Non-chronological, paragraph, commonly, rarely, interestingly, usually, unusually, non-fiction, information, fact, related, London, capital city, government, business, location, direction | | | | | |

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| **Curriculum Drivers:** | **Curiosity:** | **Knowledge of the wider world:** | **Aspirations:** |
| What authors do I know? Are there other books by the same author? Where is London? Can I go to London? What happens in London? | Understanding of London – where is it? How does London impact my life here in Wantage? Where is London in relation to Wantage? What’s its location in the world? | Can I be a writer? Can I write my own books?  Can I visit London? Can I live in London in the future? What jobs are there for me in the future? |
| **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 7th April** 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?! | | |