|  |
| --- |
| **STOCKHAM _CRESTTheme:**Stormy Skies!Term 3Storm Eunice: your power cut and travel disruption refund rights - Which?  News**Breadth:** |
| **As writers:**Segment spoken words into phonemes, spelling many correctly. Learn new ways of spelling phonemes for which one or more spelling can be used.Descriptive writing – settings.Diary entry – Grace Darling’s rescue.News report – Grace Darling’s rescue.Proof reading to check for errors in spelling and punctuation. | **Being physically active:****Focus: Gymnastics.**Create simple sequences using apparatus.**Focus: Dance – The Seasons.**Perform a range of travelling movements, turns and jumps.Describe how emotions can effect movement.Discuss and perform a range of movements with a partner.**Our PE days are: Wednesdays and Thursdays.** |  **As computer Experts:**Describe a series of instructions as a sequence.Consider the importance of instruction order.Use logical reasoning to predict the outcome of a programme.Design an algorithm.Create and debug written programmes. | **As scientists:**Identify different materials and their uses.Select appropriate materials for purpose.Explore and test materials.Understand materials can change their shape. |
| **As readers:**Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.Read accurately by blending the sounds in words. Read accurately words of two or more syllables.Listen to, discuss and express views about stories at a level beyond that at which they can read independently. Discuss the sequence of events in stories. Become increasingly familiar with retelling stories. Answering and answering questions.  | **As Historians:**Understand the differences between Victorian times and the present.Infer information from pictures of the past and compare similarities and differences.To learn about the life of a famous person from the past.Explore the feelings of historical characters in role. | **Religious Education:**How important is it for Jewish people to do what God asks them to do?Understand how celebrating Passover helps Jews show God they value their special relationship with him. | **As citizens (PSHCE):**Dreams and GoalsI can choose realistic goals.I can carry on persevering.I can tell you things I have achieved and how it makes me feel.I can identify some of my strengths.I can identify who I work well with and who it is more difficult for me to work with.I can work well with a group to solve problems.I can explain how I worked well in a group and share this success with others. |
| **As design technologists:**Apply knowledge of wheels and axles to make products.Apply knowledge of materials to make a product.Explain how wheels and axles can be attached using annotated diagrams.Experiment with a variety of different techniques to decide which are best suited for a task.Test and modify designs, explaining reasons for changes. | **As Mathematicians:** **Addition and Subtraction**Solve problems with addition and subtraction.Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations and mentally.Show that addition can be done in any order but that subtraction cannot. Recognise and use the inverse relationship between addition and subtraction. | **As geographers:**Identify seasonal and daily weather patterns.Describe how weather patterns change over time.Explore how weather in the equatorial ad polar regions differs from the UK.Explore what ‘extreme weather’ is and what features it can have. | **As musicians:****Focus: How does music make the world a better place?**Talk about songs I like and how they make me feel. Find and keep a steady beat.Move, dance and perform actions along to music.Copy and clap back rhythms.Clap the rhythm of your name.Create rhythms of long and short. |
|  |  |  |  |
| **Key Vocabulary:** | Passover, Judaism, realistic, proud, success, celebrate, achievement, goal, strengths, persevere, challenge, material, suitable, property, object, structure, construction, hinder, limit, force, florescent, waterproof, sequence, instructions, algorithms, prediction, Victorian, lighthouse, island, rescue, heroine, mechanisms, rotating, force. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum Drivers:** | **Curiosity:** | **Knowledge of the wider world:** | **Aspirations:** |
| How can I make a difference in the world? How can I be brave like Grace Darling? How can I help look after world? | Discussion about newspaper reports and how they have an impact on the wider world.Understand a historical event from the past – Grace Darling.Understanding about climate and how weather across the world can look different.Understand how people are told about the weather. | What qualities could I use to be more like Grace?Introduction to the RNLI.Introduction to newspaper reporters.Introduction to STEM pathways (science, technology, engineering and maths). |

|  |  |
| --- | --- |
| **Home learning:** | Homework folders will be sent home. Please complete one piece each week for the term.Reading or being read to as much as possible (ideally every day!) at home. |