



**The Big Finish:** To complete our learning during the Spring term- we will be making a book about different European countries.

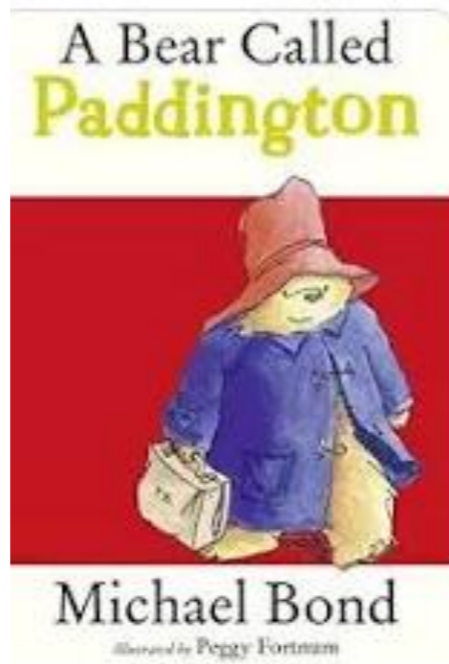
## Key Book this term:

**Guided Reading:** A bear called Paddington

**Key Skills/knowledge:**

- ✓ make predictions the meanings about a text
- ✓ look at the meaning of new vocabulary the author has used
- ✓ retrieve information from a text- be detectives and find the answers in the writing
- ✓ answer inference questions, where we have to make our own decisions about what the author is trying to tell us

**Key Vocabulary:** predict, summarise, infer, stowaway, calamity



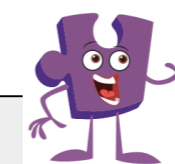
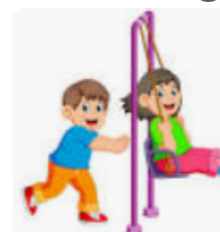
Try at home and add to Seesaw

Quick teaser

How many London underground stations can you name?



Let's think like scientists  
Which force is being used here?



**PSHE/RSE:**

**Jigsaw:** Dreams and goals  
Dreams and ambitions, tackling new challenges

**Key Vocabulary:**  
Perseverance, Challenges, Success, Obstacles  
Dreams, Goals

**Jigsaw:** Healthy me  
Being fit and healthy, staying safe

**Key Vocabulary:**  
Oxygen, Energy, Calories/ Kilojoules, Heartbeat  
Lungs, Heart, Fitness

**Science:** Food and our bodies

**Key Skills/knowledge:**

- ✓ find out about healthy and balanced diets
- ✓ compare the diets of different animals
- ✓ describe how different food groups affect our bodies
- ✓ look at how joints and muscles help us to move
- ✓ be able to describe what is seen
- ✓ be able to ask questions about what is observed
- ✓ be able to answer questions using observations

**Key Vocabulary:**

nutrition, protein, carbohydrates, fat, fibre  
sugars, minerals, vitamins, nutrients, water  
skeleton, bones, skull, ribs, spine, muscles  
joints, support, protect, move

**Science:** Forces and Magnets

**Key Skills/knowledge:**

- ✓ be able to explore different types of forces
- ✓ observe how magnets attract or repel each other and attract some materials and not others
- ✓ compare how things move on different surfaces.
- ✓ notice that some forces need contact between two objects, but magnetic forces can act at a distance

**Key Vocabulary:**

Push, pull, repel, attract, magnetic, non-magnetic, twist, strength, poles

**Computing:**

Desktop Publishing

**Key Skills/knowledge:**

- ✓ To recognise how text and images communicate information
- ✓ To choose appropriate page settings
- ✓ To consider the benefits of desktop publishing

**Key Vocabulary:** desktop publishing, Landscape, portrait, orientation, placeholder, template, layout, content, Text, images, advantages, disadvantages, communicate

Programming A

**Key Skills/knowledge:**

- ✓ explore a new programming environment
  - ✓ identify commands that have an output
  - ✓ recognise a sequence of commands can have an order
- Key Vocabulary:** sequence, command, attributes

Can you name different objects around you that are magnetic?



**History:** Early civilisations.

**Key Skills/knowledge:**

- ✓ explore where and when the first civilisations began
- ✓ find out about the first writing systems
- ✓ explore trade in early civilisations
- ✓ find out about mathematical understanding in early civilisations
- ✓ explore the technology and inventions of early civilisations
- ✓ explore the man-made structures of early civilisations

**Key Vocabulary:**

Civilisation, settlement, domesticated, BCE – Before the Common Era, CE – the Common Era, hunter-gatherers, archaeological, Sumerians, Egyptian hieroglyph, Indus Valley

**Geography:** Our European Neighbours

**Key Skills/knowledge:**

- ✓ To be able to locate Europe on a world map and find out about its features.
- ✓ To be able to identify and locate countries in Europe.
- ✓ To be able to identify European countries according to their features.
- ✓ To be able to identify the major capital cities of Europe.
- ✓ To be able to compare two European capital cities.
- ✓ To find out about the human and physical features of a European country.

**Key Vocabulary:**

Europe, continent, country, features, flags, currency, language, capital city, population, landmarks, cuisine, human feature, physical feature

What are these and what period of history are they from?



**Physical Education:** Invasion games and gymnastics

**Key Skills/knowledge:**

- ✓ developing motor skills
- ✓ develop movement patterns
- ✓ use strategic knowledge commonly associated with invasion sports

**Religious Education:** Hinduism – Karma

**Key Skills/knowledge:**

- ✓ use religious terms to describe how 'Snakes and Ladders' represent some important Hindu beliefs
- ✓ talk about what karma means
- ✓ describe how Hindus do Sewa or acts of kindness and encourage others to do the same

**Key Vocabulary:** karma, Sewa, selfish, selfless

**Religious Education:** Sikhism

**Key Skills/knowledge:**

- ✓ make links between daily Hukamnama and how these words are connected to the lives of Sikhs
- ✓ express ideas about the meaning of Guru in poetry and art
- ✓ ask questions about having a meaning and purpose in life

**Key Vocabulary:** Hukamnama, Guru, Nanak,

**Mathematics:**

**Multiplication and division:** The children will be counting in multiples of 10 then multiplying 2-digit numbers by 1 digit numbers with and without an exchange.

**Length and perimeter:** We will be measuring in millimetres, centimetres and metres and then combining measurements such as 1m and 30cm.



What fraction of the pizza is shown?



**Fractions:**

We will be exploring the denominators of fractions identifying how the denominator of a fraction shows how many equal parts that a whole has been divided into. This part of the unit will look at unit fractions firstly before moving onto non-unit fractions.

**Mass and capacity:**

In this unit, the children will learn how to use scales to determine the mass of an object and comparing mass of objects before moving on to measuring and comparing different capacities.

**Multiplication and division-**

groups of, multiply, divide, share  
**Length and perimeter-** measure, millimetres, centimetres, metres

**Fractions** – unit fractions, numerator, denominator

**Mass and capacity** – mass, grams, kilograms, capacity, millilitres, litres

**Art and Design Technology:**

We will be investigating the works of and the artists Andy Warhol, Francis Bacon and Henry Matisse in this term's unit of collage.

**Key Vocabulary:**

Position, arrange, motion, torn, distortion, portrait, reworking, overworking, facial, adapt

**Creating a shell structure**

We will be designing and making our own shell structure using CAD (computer assisted design) to design a cereal box

**Key vocabulary:**

nets, design, evaluate, design criteria We will be making bread – comparing different breads and designing our own with the flavours we choose.



How many 3D shapes can you name?

**French:** Mon corps and les animaux

**Key Skills/knowledge:**

- ✓ identify parts of the body
- ✓ name days of the week
- ✓ use character descriptions
- ✓ name animals and pets
- ✓ numbers 11-20
- ✓ describing someone

Listen to and sing along to Jamming by Bob Marley

<https://www.youtube.com/watch?v=oFRbZJXjWIA>



**Music:** Three Little Birds by Bob Marley and The Dragon Song (about kindness, respect and friendship)

**Key Skills/knowledge:**

- ✓ Find the pulse when listening to music
- ✓ Clap to a rhythm
- ✓ Sing in two-parts
- ✓ Will be able to play on glockenspiel notes: A & G and G note on the recorder

**Key Vocabulary:** Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

**English: SPaG**

This term we will focus on the following spelling rules, use of punctuation and grammar rules

- ✓ correct use of nouns and pronouns
- ✓ understanding the use of consonant and vowels using a or an correctly
- ✓ adding the suffix -ly
- ✓ adding prefixes super-, anti-, auto-,
- ✓ use of apostrophe for possession and contracted words
- ✓ use of correct homophones

Play & learn spelling patterns using fun games

<https://www.spellingplay.co.uk/interactive-resources>



**English Writing**

Story writing looking at a model text Pie Corbett Talk for Writing

Information writing

Poetry and poems

**Improving our writing:**

- ✓ Using conjunctions
- ✓ Using adjectives
- ✓ Editing and improving

**The Big Finish: To write our own Rainforest story for another child and make into a book**



Can you write some sentences using conjunctions- if, since, as, when, although, while, after, before, until, because

**Spag: Using and understanding the terminology-**

- Noun- a word that represents a person, thing, concept, or place
- Verb- a word used to describe an action, state, or occurrence
- Adverb- a word that modifies (describes) a verb (he sings loudly), an adjective (very tall), another adverb (ended too quickly), or even a whole sentence (Fortunately, I had brought an umbrella).
- Adjective- a word that describes a noun or noun phrase for example, red, sweet
- Subordinate conjunctions - linking a main clause (one that makes sense on its own) to a subordinate clause (one that does not make sense on its own e.g. (The chicks played a game **while** their mother was sleeping)
- Past and present tense- The present represents actions happening now, while the past represents actions that happened earlier using present perfect and simple past