

<p>RE</p> <p><u>Topic One- Thanksgiving (The Eucharist)</u> Children will learn more about the mass and explore how it is a time for the parish family to thank God for everything, especially Jesus. Big questions of meaning and purpose:</p> <ul style="list-style-type: none"> • Why is it important to say thank you? • How does it feel to say thank you? • How does it feel to be thanked? <p><u>Topic Two- Lent/Easter</u> Children will explore lent as an opportunity to start a new in order to celebrate Jesus' new life. Big questions of meaning and purpose:</p> <ul style="list-style-type: none"> • How does each day offer opportunities for doing good? • What helps a person choose what is right and good? <p>To prepare for Easter and learn about the story of Easter: To learn about the events of Holy week; Palm Sunday, The Last Supper, Good Friday, The Washing of the Feet by Sieger Koder Prayers for Mothers-The Hail Mary</p>	<p>PSHE</p> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> *To know what is needed to keep body healthy. *To understand the difference between relax and stress & know how to deal with difficult situations *To know about healthy eating and a healthy lifestyle *To know how to be a good friend and enjoy healthy friendships. * To know how to keep safe
<p>English (X Humanities)</p> <p>Poetry</p> <ul style="list-style-type: none"> • In this unit, the children enjoy listening and responding to poems in a range of different ways. They explore poetic language and identify adjectives and verbs in a poem. They draft, edit and compose their own poems and read them aloud. <p>Writing</p> <ul style="list-style-type: none"> • Take one book- Horrid Henry. • Contrast with Katie Morag. • Writing a story- contrasting characters and setting. • Model use of introduction, problem, resolution and ending. • Children lay out their book using four chapters and pictures. • Process of planning, drafting and editing over a four week period. <p>Grammar</p> <ul style="list-style-type: none"> • Word detective week; working on spelling rules, homophones, near homophones, suffixes- ed, ing, er, est. • Compound nouns, noun phrases, progressive form of verbs. <p>Reading</p> <ul style="list-style-type: none"> • Analyse the sequence of events in different stories, predicting endings • Identify words and phrases used to link events & for effect • Develop comprehension skills, learning about characters by analysing what they say & do as well as their appearance. 	<p>Maths</p> <ul style="list-style-type: none"> • Time - o'clock, $\frac{1}{2}$ past, $\frac{1}{4}$ past. $\frac{1}{4}$ to, minutes in the hour • Place Value & number facts solving problems • Continue to rehearse mental and written calculations for addition and subtraction • Solving problems using multiplication and division • Fractions - - $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ whole • To understand equivalent fractions eg $\frac{2}{4} = \frac{1}{2}$ • To solve word problems, including money.

<p>Humanities (X English) Develop geographical vocabulary Identify coastal features and label some physical & human features of coastal areas Mapwork skills, using atlases. Identify island features. Design own island on a map using a key and co-ordinates Focus on Katie Morag stories based on Isle of Struay (Coll, Scotland) Look at information about an island elsewhere in the world (Favignana, Italy)</p>	<p>Science To know that plants need light, water and a suitable temperature to grow and stay healthy- set up a comparative experiment to observe what plants need to grow well. *To know that seeds and bulbs grow into flowering plants. (4 week period - ongoing) *To recognise parts of a plant. *To understand the differences between living and non-living things. *To understand that animals, including humans, move, feed, grow, use their senses and reproduce. *To record observations. To come to conclusions & give simple explanations. *To learn about plants we eat, and understand that farming involves creating the right conditions for food crops to grow. * To know the life cycle of a chick</p>
<p>Art/DT This Miró unit will teach the children about the Spanish Catalan artist, Joan Miró, inspiring them with colour, fun, dreams, and nonsense as they create their own pieces of art. They will learn all about his Magical Realist paintings, drawing on their own experiences to create dream-like pictures about their own lives. Children will have great fun exploring printmaking with lots of different objects and materials to illustrate a nonsense alphabet. Children will love using their imaginations as they delve into Miró's Surrealist paintings and sculptures, learning new techniques and making their own unique, colourful, and exciting artworks.</p>	<p>Music</p> <ul style="list-style-type: none"> To develop knowledge and understanding of a variety of music from different eras, identifying instruments and musical elements. Carnival of the Animals- identify which animal the piece is about by considering the tempo, dynamics, texture, duration and pitch. Compose their own piece using percussion to describe an animal.
<p>Outdoor Learning Children have the opportunity to closely study plants and trees in the natural environment, taking measurements and making observational drawings. Indoor CHIL- Use of various media to draw/paint/create collage inspired by flowers.(X-Science)</p>	<p>Computing To develop an understanding of algorithms and programming using Roamer, Beebot & Scratch.</p>

X - cross curricular