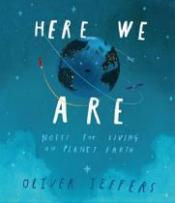
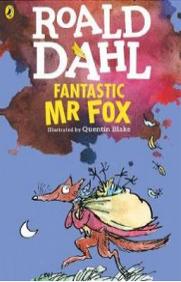




| | Autumn I (6 weeks) | Autumn II (7 weeks) |
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| RE | <p>3.1 The Christian Family</p> <ul style="list-style-type: none"> • Know that we all belong to a family. • Think about how we can help our family. • Know what it means to belong to the family of the Church. • Reflect on how the family of the Church helps us. • Know that baptism makes a person a member of the Church. • Understand what happens when a baby is baptised. • Reflect on the meaning of the Sacrament of Baptism and why signs are used. • Know about the promises made at Baptism | <p>3.2 Mary our Mother</p> <ul style="list-style-type: none"> • Know that God called Mary to be the Mother of Jesus • Know that Mary went to visit her cousin Elizabeth. Think about how we can help each other. • Know that Advent is a time to prepare for Christmas and identify ways to prepare for Christmas • Know about the birth of Jesus. Reflect on what this means for us. • Know that the Wise Men came to worship Jesus. • Think about the gifts we can offer Jesus. |
| Maths | <p>Place Value (3 weeks)</p> <ul style="list-style-type: none"> • Recap – Represent numbers to 100 • Recap – Tens and ones using addition • Hundreds • Numbers to 1,000 • Activity Numbers to 1,000 on a place value grid • 100s, 10s and 1s • Number line to 100 • Number line to 1000 • Find 1,10,100 more or less • Compare objects • Compare numbers • Order numbers • Count in 50's <p>Addition and Subtraction (3 weeks)</p> <ul style="list-style-type: none"> • Add and subtract multiples of 100 • Add and subtract 3-digit and 1-digit numbers – not crossing 10 • Add 3-digit and 1-digit numbers- crossing 10 • Add and subtract 3-digit and 2-digit numbers – not crossing 100 • Add 3-digit and 2-digit numbers – crossing 100 • Subtract a 2-digit number from a 3-digit number – crossing 100 | <p>Addition and Subtraction (2 weeks)</p> <ul style="list-style-type: none"> • Add two 3-digit numbers – not crossing 10 or 100 • Add two 3-digit numbers – crossing 1 or 100 • Subtract a 3-digit number from a 3-digit number – no exchange • Subtract a 3-digit number from a 3-digit number – exchange • Estimate answers to calculations • Check answers <p>Multiplication and Division (4 weeks)</p> <ul style="list-style-type: none"> • Multiplication – equal groups • Multiply by 3 • Divide by 3 • The 3 times-table • Multiply by 4 • Divide by 4 • The 4 times-table • Multiply by 8 • Divide by 8 • The 8 times-table |

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| | <ul style="list-style-type: none"> • Add and subtract 100s • Add and subtract 2-digit and 3-digit numbers – not crossing 10 or 100 • Add 2-digit and 3-digit numbers – crossing 10 or 100 • Subtract a 2-digit number from 3-digit numbers – crossing 10 or 100 | |
| <p>English</p> | <p>Class Novel: Here We Are by Oliver Jeffers Writing Type: Writing song lyrics.</p>  <p>Class Novel: Fantastic Mr Fox by Roald Dahl Writing Types: Diary entry, plays.</p>  <p>Composition:</p> <ul style="list-style-type: none"> • Drafting and writing in narratives. Character analysis, creating and developing settings and plot. | <p>Class Novel: The Red Prince by Charles Jubb Writing Type: Retelling a story from a different point of view</p>  <p>Composition:</p> <ul style="list-style-type: none"> • Create and develop characters, writing in narratives. Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions |
| <p>Reading</p> | <p>Focus on Key Reading Skills:</p> <ul style="list-style-type: none"> • Vocabulary: discussing and exploring the meaning of words in context • Infer: understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, begin to justify inferences with evidence • Predict: predict what might happen from details stated and | <p>Focus on Key Reading Skills:</p> <ul style="list-style-type: none"> • Vocabulary: discussing and exploring the meaning of words in context • Infer: understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, begin to justify inferences with evidence • Predict: predict what might happen from details stated and |

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| | <p>implied</p> <ul style="list-style-type: none"> • Explain: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve: retrieve key information from a text • Summarise: summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas | <p>implied</p> <ul style="list-style-type: none"> • Explain: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve: retrieve key information from a text • Summarise: summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas |
| Grammar | <p>Ready to Write (3)</p> <ul style="list-style-type: none"> • Noun Phrases • What is a Sentence? • Different Types of Sentences • Expanding Sentences 1 • Expanding Sentences 2 • Commas | <p>Ready to Write (3)</p> <ul style="list-style-type: none"> • Apostrophes 1 • Apostrophes 2 • Past and Present Tense 1 • Past and Present Tense 2 <p>Determiners</p> <ul style="list-style-type: none"> • What is a Vowel? • What is a Consonant? • 'the', 'a' or 'an'? • Recognising Determiners |
| Spelling | <ul style="list-style-type: none"> • The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. • The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. • Spelling Rule: The /i/ sound spelled with a 'y.' • Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' • Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch. • Challenge words • Words with the prefix 're-' 're-' means 'again' or 'back.' | <ul style="list-style-type: none"> • The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. • The prefix 'mis-' This is another prefix with negative meanings. • Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. • Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. • Challenge words • The long vowel /a/ sound spelled 'ai' • The long /a/ vowel sound spelled 'ei.' |
| PSHCE | <ul style="list-style-type: none"> • Coming together again • Belonging and feeling safe at school • Reconnecting with friends | <ul style="list-style-type: none"> • Being Me in My World • I can face new challenges positively and know how to set personal goals • I know how to use my Jigsaw Journal |

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| | <ul style="list-style-type: none"> • Coronavirus facts and how to keep safe and well • Managing fears and worries • Being positive and looking forward • Gratitude and appreciation • Loss and bereavement | <ul style="list-style-type: none"> • understand my rights and responsibilities as a citizen of my country • I understand my rights and responsibilities as a citizen of my country and as a member of my school • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community and know how to participate in this |
| Geography/ History | Village Settlers <ul style="list-style-type: none"> • Find out about the needs of early settlers and the origins of place names. • Identify settlements and reasons for their original siting. • Identify a range of mapping symbols and know their meanings. • Understand and describe how settlements are connected. • Design a village settlement influenced by physical features and personal choice. | Stone Age to Iron Age <ul style="list-style-type: none"> • Understand the definition and time scale of human prehistory. • Find out about early humans and the Palaeolithic period. • Find out about people who lived in the Mesolithic period. • Find out how people lived in the Neolithic period. • Find out about how people lived in the Bronze Age. • Find out about how people lived in the Iron Age. • Recap and summarise the prehistory of Britain |
| Art Design Technology/ | William Morris <ul style="list-style-type: none"> • Explore the artwork of William Morris • Explore and understand the Arts and Crafts movement • Observe and sketch natural objects • Design a printing block inspired by William Morris • Create and print using a printing block inspired by William Morris | Seasonal Stockings <ul style="list-style-type: none"> • Explore and analyse existing products • Explore different ways to join fabric using sewing skills • Explore different ways to decorate fabric using sewing skills • Design a Christmas stocking • Use sewing skills to make a Christmas stocking • Evaluate a finished product |
| Computing | <u>Bringing it to Life</u> Technology in our Lives <ul style="list-style-type: none"> • Describe the World Wide Web as the part of the Internet that contains websites • Use search tools to find and use appropriate websites • Think about whether I can use images that I find online in my own work. Copy/paste e-Safety <ul style="list-style-type: none"> • Protect my personal information when I do different things | <u>Bringing it to Life</u> e-Safety <ul style="list-style-type: none"> • How to stay safe online? Programming (Scratch program) <ul style="list-style-type: none"> • Use repeat commands • Describe the algorithm necessary for a simple task. • Test my program and recognise when I need to debug it |

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| | <p>online.</p> <p>Programming (Scratch program)</p> <ul style="list-style-type: none"> • Explore the functions on the scratch program • Put programming commands into a sequence to achieve a specific outcome. • Solve an open-ended problem <i>e.g. adding sound or movement to a model or object</i> | <p>Multimedia</p> <ul style="list-style-type: none"> • Create different effects with different technology tools • Combine a mixture of text, graphics and sound to share my ideas and learning • Evaluate my work and improve its effectiveness • Use appropriate keyboard commands to amend text on my device <p>Use the safety features of websites as well as reporting concerns to an adult</p> |
| <p>Science</p> <p>Main scientific enquiry strand</p> | <p>Animals Including Humans</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Classifying and Grouping</p> <ul style="list-style-type: none"> • Gather, record, classify and present data in a variety of ways to help in answering questions | <p>Rocks</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter. <p>Using Secondary Sources</p> <ul style="list-style-type: none"> • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |
| <p>Music</p> | <p>Recorders</p> <ul style="list-style-type: none"> • Continue to develop recorder skills learning more notes and begin to read music notation. • Performing, listen to, review and evaluate music. • Learn to sing and to use voices to create and compose music independently and collaboratively • Understand and explore how music is created including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure. | |
| <p>MFL</p> | <p>French</p> <ul style="list-style-type: none"> • Develop vocabulary for simple greetings, numbers to 20 and French food through interaction with the scheme 'La Jolie Ronde'. • Learn and revise French songs | |
| <p>PE</p> | <p>Games</p> | <p>Gymnastics</p> |