


<p><b>Physical Education</b> Indoor: Dance</p> <ul style="list-style-type: none"> <li>The children will perform dances using a range of movement patterns</li> <li>They will compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p>Outdoor: Netball</p> <ul style="list-style-type: none"> <li>The Magnificent Daily Mile!</li> <li>Mr Smith will take the children for Netball this term. The children will learn strategies for working in the different positions and an emphasis will be on team-work.</li> </ul>	<p style="text-align: center;"><b>Fire!</b> <b>Skylarks Term 2</b></p>  <p><b>Computing</b> The children will continue to develop their word processing skills. They will also be using sequence and repetition programs to solve problems with Beebots/Roamers. They will use simple algorithms to detect and correct errors in programs. The children will also be investigating the Scratch software. The children will use the internet as a source to research information.</p>	<p><b>Geography</b> Our topic for this term is Volcanoes and Earthquakes. The children will describe and understand the key aspects of the physical geography of volcanoes and earthquakes. They will look at the effects of a major Earthquake on local communities and develop their geographical skills using maps and atlases to find their where they most commonly occur. We will look at cross-section diagrams of volcanoes to observe and investigate their features.</p>
<p><b>Religious Education</b> The children will be learning to understand the symbolism in the Christmas story and thinking about what the different parts mean to Christians today.</p> <p><b>PSHE&amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>The children will know how to enjoy fireworks safely.</li> <li>The children will learn how to use peaceful</li> </ul>		<p><b>Music /French</b></p> <ul style="list-style-type: none"> <li>To support the children to speak French with confidence they will be learning French vocabulary through songs.</li> <li>Musical composition, notation and the five elements of music will be studied alongside, where appropriate.</li> </ul>

<p>problem solving to sort out difficulties.</p> <ul style="list-style-type: none"> <li>The children will consider ways to manage difficult feelings.</li> </ul>		<p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>The children will work in small groups to design and make an Anglo-Saxon model village using a range of techniques and materials.</li> <li>As Christmas fast approaches the children will be designing and making Christmas crafts.</li> </ul>
<p><b>Science</b></p> <p>The children will be taught to use practical scientific methods, processes and skills through the teaching of the programme of study <b>States of matter</b>.</p> <p>They will compare and group materials together according to whether they are solids, liquids or gases.</p> <p>They will use their observational skills to see that some materials change state when they are heated or cooled using a Celsius thermometer.</p> <p>They will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>Mathematics</b></p> <p><b>In Maths the children will consolidate their knowledge of the following skills:</b></p> <ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas.</li> <li>add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds; add and</li> </ul>	<p><b>English</b></p> <p>Key skills are as follows:</p> <p>To develop a joined flowing handwriting script with ascenders and descenders placed correctly on the line.</p> <ul style="list-style-type: none"> <li>Punctuating their sentences using full stops, commas, question marks, exclamation marks and inverted commas correctly.</li> <li>To use quality vocabulary in descriptive paragraphs</li> <li>To spell words correctly using their phonic knowledge or from memory for the exception words for the year.</li> <li>To regularly read for information and interest.</li> </ul> <p>The children will be writing Newspaper Reports based upon an actual Earthquake event with Mrs Wigglesworth. This will include planning and writing and interviewing 'witnesses'. The children will analyse the content and conventions of newspapers. They will retrieve, record and</p>

	<p>subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <ul style="list-style-type: none"> <li>• Estimate the answer to a calculation and use inverse operations to check answers</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> <li>• Calculate using different strategies for multiplication and division.</li> </ul>	<p>present information from non-fiction to inspire their own writing.</p> <p>During their writing lessons they will be taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>◦ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>◦ discussing and recording ideas</li> <li>• draft and write by:             <ul style="list-style-type: none"> <li>◦ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme</li> <li>◦ in narratives, creating settings, characters and plot</li> <li>◦ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>• evaluate and edit by:             <ul style="list-style-type: none"> <li>◦ assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> <li>• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and</li> </ul>
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