

## OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs

Communities & Environment

Life Skills

Personal, Social & Emotional Well Being

### ENGLISH

**Storytelling**- to retell the fable of 'The Rainbow Serpent' then innovate and write our own

**Non-fiction** – to write a non-chronological report on our favourite animal. - To write instructions on how to make a didgeridoo using imperative verbs.

**Poetry** – to explore rhyming in poetry and to create our own based upon Animals

**Grammar and Punctuation** – to use prefixes and suffixes in our writing; to use subordinating and co-ordinating conjunctions; to begin to read aloud to check our work

**Reading**- To discuss and clarify the meanings of words; use synonyms to expand our vocabulary; recite learnt poems with intonation.

### MATHS

**Multiplication and Division** – to make equal groups by sharing and by grouping and to use arrays, to identify odd and even numbers, to be able to multiply and divide by 2,5 and 10

**Statistics** – to be able to make and interpret tally charts, pictograms and block diagrams

**Fractions** – recognise, find, name and write fractions  $\frac{1}{2}$   $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$  of a length, shapes, set of objects or quantity.

**Geometry** – to recognise and describe 2D and 3D shape to include counting the sides and vertices on 2D shapes and faces, edges and vertices on 3D shapes. To make patterns with 2D and 3D shapes. To be able to recognise a line of symmetry.

### DESIGN AND TECHNOLOGY

- to create our own sock puppets; join and colour fabrics
- to make Easter cards by exploring and using mechanisms eg. Levers and sliders
- design, make and evaluate didgeridoos

### SCIENCE

**Living things and their habitats** - explore and compare things that are living, dead and things that have never lived; identify and describe different habitat; identify and name a variety of plants and animals in their habitat.

**Animals, including humans** – notice that animals, including humans, have offspring which grow into adults; to find out about and describe the basic needs for survival for animals, including humans; describe the needs for exercise and eating the right amounts of different foods.

### PERSONAL, SOCIAL, HEALTH EDUCATION

**Puzzle 3:** Dreams and Goals – to choose a realistic goal and think about how to achieve it by preserving even when things get difficult. To recognise who I work well with and why.

**Puzzle 4:** Healthy Me – to know what I need to keep my body healthy, including healthy eating. To say what being relaxed means. To understand how medicines work in my body and how important it is to use them safely.

### PHYSICAL EDUCATION

**Gymnastics** - to master basic movements including balance, agility and co-ordination; to travel by rolling forwards, backwards and sidewise.

**Golden Mile** - to develop running skills and stamina

**Team Games** - to develop attacking and defending skills; to hit a ball with a tennis style racket or bat.

**Athletics** – to master movements including running and throwing

Buttercup Class - Spring 2022

## A Place Down Under

WOW: a visit from Jungle Jonathan

(approx. £8 each)

Outcomes:

1. Create sock puppet to retell the story of The Rainbow Serpent
2. To perform an Aboriginal dance using our homemade didgeridoos to year 1

### MUSIC

**Zootime** – to create simple melodies; learn how the notes of a composition can be written and changed if necessary

**Reflect, Rewind, Replay**– to experiment, create and combine sounds to create and compose their own music

### HISTORY

**The lives of significant individuals:** to study different explorers and to understand what makes a person significant; to use a wide range of vocabulary of everyday historical terms – Christopher Columbus

### RELIGIOUS EDUCATION

**Is it important to celebrate the New Year?** - to explore the ways that different people and different faiths celebrate New Year

**How should the Church celebrate Easter?** – to explore how and why the church celebrates Easter

### COMPUTING

#### Computing

Use technology purposefully to create, organise, store, manipulate and retrieve digital content – Internet, Word, Espresso, 2Simple....

#### E-safety

Continue using Gooseberry Planet to build up our understanding of staying safe on-line.

### FRENCH

To say the days of the week

### ART AND DESIGN

Create Aboriginal artwork using crayons and pastels to smudge and blend.

Study the work of Henri Rousseau and use observational drawings to create our own layered artwork

### GEOGRAPHY

Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country

Identify hot and cold areas of the world in relation to the Equator and the North and South Poles

Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.