



Subject	Learning
English Cross Curricular	<ul style="list-style-type: none"> <li>• Newspaper reports about sea pollution (link to text)</li> <li>• Information texts – sea creatures (Cross-curricular)</li> <li>• Persuasive Writing – Littering, including effect on wildlife and sea pollution (cross-curricular).</li> </ul>
Class Texts	<p>Croc and Bird by Alexis Deacon.</p> <p>This morning I met a whale by Michael Morpurgo</p>
Mathematics Cross Curricular	<ul style="list-style-type: none"> <li>• Using Carroll diagrams to classify sea animals.</li> <li>• Finding fractions of different sea creatures in a picture.</li> <li>• Sea level nrich activity – negative numbers.</li> <li>• RE - Know the significance of the BC/AD dating system, while understanding that this is not applicable to all faiths or in all contexts</li> </ul>
History	To be taught Autumn 2
Geography	<ul style="list-style-type: none"> <li>• Understand the effect of landscape features on the development of a locality</li> <li>• Describe how people have been affected by changes in the environment</li> <li>• Look at a range of habitats and their geographical locations around the world. Seaside towns, cliff erosion, oil rigs, docks etc.</li> <li>• Consider how pollution affects habitats around the world.</li> </ul>
MFL	<ul style="list-style-type: none"> <li>• Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard (Bonjour, Ca Va?, Ca va bien) children act out meeting with each other.</li> <li>• Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.</li> <li>• Ask and answer a range of questions on different topic areas.</li> <li>• Write words and short phrases from memory.</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</li> <li>• Use taught technical skills to adapt and improve his/her work</li> <li>• Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</li> <li>• Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</li> <li>• Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</li> <li>• Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</li> <li>• Print on fabrics using tie-dyes or batik.</li> <li>• Would require significant sharing and handling of resources</li> <li>• Children to design under the sea creature in their <u>sketch books</u> on session Using fabric and dye create under water scenes. – Ken Done and Claire Burchell</li> <li>• Would require significant sharing and handling of resources</li> </ul>

RE	<ul style="list-style-type: none"> <li>Know that the Bible is a 'library' of books. Know it contain different 'genres' – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. Understand that the different books all teach something about God and His relationship with humankind.</li> </ul>
Science	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>
Working Scientifically	<p>Observe plants and animals in different habitats throughout the year  Compare and contrast the living things observed  Use classification keys to name unknown living things  Classify living things found in different habitats based on their features  Create a simple identification key based on observable features  Use fieldwork to explore human impact on the local environment e.g. litter, tree planting  Use secondary sources to find out about how environments may naturally change  Use secondary sources to find out about human impact, both positive and negative, on environments</p> <p>Build questions about animals' habitats around the school. Collect data about mini-beasts in the school habitat using appropriate scientific equipment; gather, record, classify and present data.</p>
PE	<p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>To develop open stick dribbling.</li> <li>To develop sending the ball with a push pass.</li> <li>To develop receiving the ball.</li> <li>To develop dribbling using the reverse stick (Indian dribble).</li> <li>To develop dribbling to beat a defender.</li> <li>To develop moving into space after passing the ball.</li> <li>To be able to use an open stick tackle.</li> <li>To apply defending and attacking principles and skills in a hockey tournament.</li> </ul>
PE with Premier Sports	<p><b>Tag rugby</b></p> <ul style="list-style-type: none"> <li>To develop ball handling skills demonstrating increasing control and accuracy.</li> <li>To develop throwing, catching and running with the ball.</li> <li>To develop an understanding of tagging rules.</li> <li>To begin to use the 'forward pass' and 'off side' rule.</li> <li>To be able to support a teammate when attacking.</li> <li>To be able to dodge a defender and move into space when running towards the goal.</li> <li>To develop defending skills and use them in a game situation.</li> <li>To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.</li> </ul>
Computing	<p><b>E-safety – Pixl lessons</b></p> <ul style="list-style-type: none"> <li>Use technology responsibly and understand that communication online may be seen by others.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</li> </ul> <p><b>Programming - Discovery coding 3</b></p> <ul style="list-style-type: none"> <li>• Decompose programs into smaller parts.</li> <li>• Use logical reasoning to detect and correct errors in algorithms and programs.</li> <li>• Select, use and combine a variety of software, systems and content that accomplish given goals.</li> </ul>
Music	<p><b>Music Express: Sounds (Saint train swing sing)</b></p> <ul style="list-style-type: none"> <li>• Confidently recognise a range of musical instruments (percussion and orchestral) and the different sounds they make</li> <li>• Glen Miller 1940s dance band music</li> </ul>
PSHE and RSE	<p><b>Classroom rules</b></p> <p><b>Core Theme 1: Health &amp; Wellbeing</b>  <b>Mental Health</b>  H17. to recognise that feelings can change over time and range in intensity  <b>Ourselves, growing &amp; changing</b>  H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p><b>Core Theme 2: Relationships</b>  <b>Respecting self and others</b>  R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships  <b>Friendships</b>  R13. the importance of seeking support if feeling lonely or excluded</p> <p><b>Core Theme 3: Living In The Wider World</b>  <b>Economic wellbeing: Money</b>  L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)  L20. to recognise that people make spending decisions based on priorities, needs and wants.</p>
LORIC	<p><b>Leadership</b> - sessions 1 and 2 will be taught in Year 3.  <b>Leadership session 3:</b> To develop the ability to listen to each member of the team and respond positively to suggestions from others – Children identify roles for different members of their team in a hypothetical business, based on their team's ideas.  <b>Leadership session 4:</b> To be a coach/in a mentor role with another pupil – Children will talk to other members of their team (in the context of the business) to ascertain whether they need assistance to help them do their job effectively.</p>

DT	<p><b>Mouldable Materials</b></p> <p>Consider the effect of plastic on the environment, look at a range of musical instruments and design their own junk instruments to use in a performance.</p> <ul style="list-style-type: none"> <li>• Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience</li> <li>• Create designs using exploded diagrams</li> <li>• Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.</li> </ul>
Sustainability	<p>Consider how we have an impact on the oceans – look at plastic pollution around the world.</p> <p>How are we global citizens? – Global warming and the impact on habitats, animals and humans.</p>
British Values	<p><b>Democracy</b> - distinguishing responsible behaviour and irresponsible behaviour and the impact on environment. Realising that your actions have consequences.</p> <p>Understanding and respecting by voting for school councillors and eco representatives.</p>
SMSC	<p><b>Spiritual development:</b></p> <ul style="list-style-type: none"> <li>• beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</li> <li>• willingness to reflect on their experiences.</li> </ul> <p><b>Moral development:</b></p> <ul style="list-style-type: none"> <li>• understanding of the consequences of their actions</li> </ul> <p><b>Social development:</b></p> <ul style="list-style-type: none"> <li>• interest in, and understanding of, the way communities and societies function at a variety of levels.</li> </ul>
Themed Weeks/Days	No specific week or day this half-term. See PSHE for Wellbeing focus.
Learning Outside The Classroom	<p>Possible visit to Stibbington for Living Things Science work – covid dependent</p> <p>Habitat hunts around the school.</p>