

**KUW - R.E**Leaders what they said and did

This unit introduces the children to events in the life of Jesus and other faith leaders, and enables the children to learn about some of the things they did during their lives. It also gives opportunities for children to consider the qualities required for leadership, to identify leaders that they value in their own lives, and to think about how these believers inspire.

**KUW - People and Places**

Each week we will research a different indigenous group answering questions like which country do they come from? What clothes do they wear? What traditions do they follow?

- 1 eskimos - inuit
- 2 aborigines
- 3 Aztecs
- 4 Maori
- 5 Native Americans

**ICT** Children will be using the internet to find out more information about the various indigenous groups and using copy and pasting and their own word document skills to produce a small piece of written work about indigenous people.

I know that information can be found using the internet.

I click links in a web site.

**D and T**

Children will be constructing their own moving model of Incy Wincy spider

**KUW - Science Electricity** Children will be able to identify common appliances which use electricity; describe the dangers associated with mains electricity; construct and make drawings of simple working circuits and explain why some circuits work and others do not.

Wk 1 How do things light up?

Wk 2 Is electricity dangerous?

Wk 3 How can I make the bulb light up?

Wk 4 Will my pencil conduct electricity?

Wk 5 What happens if there is a break in my circuit?

**Personal, Social and Emotional Development****SEAL - going for goals**

We will be looking at making personal goals and discussing how we can take action to achieve these goals and what strategies we can use in order to achieve these goals if we begin to struggle.

**Mathematical Development**

Present solutions to puzzles and problems in an organised way;  
Read and write two-digit and three-digit numbers in figures and words;  
describe and extend number sequences and recognise odd and even numbers  
Count up to 100 objects by grouping them and counting in tens, fives or twos;  
explain what each digit in a two-digit number represents, including numbers where 0 is a place holder; partition two-digit numbers in different ways, including into multiples of 10 and 1

Use the symbols + , - , × , ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g.  $\square \div 2 = 6$  ,  $30 - \square = 24$ )

Describe patterns and relationships involving numbers or shapes, make predictions and test these with examples

Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division facts; recognise multiples of 2, 5 and 10

Visualise common 2-D shapes and 3-D solids; identify shapes from pictures of them in different positions and orientations; sort, make and describe shapes, referring to their properties

Identify reflective symmetry in patterns and 2-D shapes and draw lines of symmetry in shapes

# PEOPLE

What was it like to live...

as an Inuit?

as an Aborigine?

as an Aztec?

as a Maori?

as a Native American?

**Visitors/Visits**

Didgeridoo man

**French**

People at work. Children will look at the types of jobs people do in France and Canada. They will also build upon their knowledge of weather phrases and learn phrases associated with Spring.

**Communication, Language and Literacy**

Non chronological reports - children will look at various non chronological reports primarily to do with animals and will produce their own non chronological reports.

They will produce reports linked to our geography topic. They will finish this half term with some work on poetry looking at descriptive poems. They will be doing some D and T work based on these poems

**Physical Development****Gymnastics**

Throughout the gymnastics topic children will plan a sequence of movements and show contrasts such as small/tall, straight/curved and wide/narrow.

They will develop the control of these movements and will be able to balance on different points of my body.

They will develop these sequences building on various pieces of apparatus from floor work to apparatus.

**Creative Development Art/Design Music**

In art we are looking at the art of a variety of indigenous people especially their use of totems in sculpture. We will design our own personal totems and make these using clay. We will also look at the symbolic use of colour and paint our totems accordingly.