

English Language	Term 5	Mathematics
<p>In <b>Bannerman</b>, in the start of term 6, we will be studying poetry. We will be focusing on narrative poetry.</p> <p>Our key texts this term are <b>Hansel and Gretel</b> and <b>Into the forest</b> by Anthony Browne.</p> <p>Children will be developing their motivation to read and broadening their vocabulary by</p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction texts at a level beyond that at which they can read independently.</li> <li>Be encouraged to link what they have read or hear read to their own experiences.</li> <li>Discussing the significance of the title and making predictions about events in a text.</li> <li>explain clearly their understanding of what is read to them.</li> <li>making inferences on the basis of what is being said and done               <ul style="list-style-type: none"> <li>answering and asking questions</li> </ul> </li> <li>predicting what might happen on the basis of what has been read so far</li> <li></li> </ul>	<p><b>Computing</b></p> <p><b>Creating media: Digital Imagery</b></p> <ul style="list-style-type: none"> <li>Plan a pictorial story using photographic images in a sequence.           <ul style="list-style-type: none"> <li>Explain how to take clear photos</li> <li>Take photos using a device.</li> </ul> </li> <li>Edit photos by cropping, filtering and resizing.</li> <li>Search for and import images from the internet           <ul style="list-style-type: none"> <li>Explain what to do if something makes them uncomfortable online</li> </ul> </li> <li>Organise images on the page, orientating where necessary.</li> </ul>	<p><b>Year 1</b></p> <p><b>Weight and Volume</b></p> <p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> </ul> <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>mass/weight</li> <li>capacity and volume</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.</li> <li>To count in intervals of 2, 5 and 10.</li> <li>To divide by making equal groups by grouping and sharing.</li> <li>To use arrays to make links between multiplication and division.</li> </ul> <p><b>Place Value within 100</b></p> <ul style="list-style-type: none"> <li>To count to 100 by making 10.</li> <li>To count forwards and backwards within 100.</li> <li>To partition numbers by identifying tens and ones. Using the part-whole model to partition numbers.</li> <li>Using &lt; &gt; = symbols to compare numbers within 100.</li> <li>To calculate one more and one less than numbers to 100.</li> </ul> <p><b>Year 2</b></p>
	<p><b>Phonics</b></p> <p><b>Year 1</b></p> <p>Year 1 will be taking their <b>Phonics Screening assessment</b> at the beginning of this term. The children will then continue to learn new sounds throughout the rest of the term. The focus sounds will look at different spelling rules and suffixes <b>ly</b> and <b>ed</b>.</p>	
	<p><b>Design and Technology</b></p> <p><b>Food Technology</b></p> <p><b>Fruit smoothies</b></p> <ul style="list-style-type: none"> <li>To distinguish fruits from vegetables and putting this knowledge into practice, handling and categorising a selection of fruit and vegetables.</li> <li>To understand how and where different fruit and vegetables are grown.</li> </ul>	

<p style="text-align: center;"><b>Writing</b></p> <p><b>Through the use of our class book as inspiration, we will be focusing on:</b></p> <ul style="list-style-type: none"> <li>○ learning to spell more words with contracted forms</li> <li>○ learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>○ distinguishing between homophones and near-homophones</li> <li>○ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>○ Writing and developing understanding of Poetry.</li> <li>○ Creating our own narratives based on a story book</li> </ul> <p><b>Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>○ Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>○ Onomatopoeia</li> <li>○ Repetition within poetry</li> <li>○ Continuing to develop our understanding of adjectives and expanding our vocabulary</li> <li>○ Similes and Metaphors</li> </ul>	<ul style="list-style-type: none"> <li>• Tasting a selection of potential fruit and vegetable smoothie ingredients, describing their appearance, smell and taste.</li> <li>• Making smoothies by blending different fruits and vegetables, designing packaging to reflect their ingredients</li> </ul>	<p style="text-align: center;"><b>Measurement</b></p> <p><b>Length and height</b></p> <ul style="list-style-type: none"> <li>• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>• compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul> <p><b>Mass, Capacity &amp; temperature</b></p> <ul style="list-style-type: none"> <li>• To measure and compare mass in both grams and kilograms.</li> <li>• To measure capacity</li> <li>• To compare volume.</li> <li>• To measure in litres and millilitres.</li> <li>• To calculate problems involving the four operations with mass and volume.</li> <li>• To measure temperature in degrees Celsius.</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>• To scribe position, direction and movement, including whole, half, quarter and three quarter turns.</li> <li>• To use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.</li> </ul>
	<p style="text-align: center;"><b>R.E.</b></p> <ul style="list-style-type: none"> <li>• What special stories do Sikh people tell?</li> <li>• What do Sikh people learn from their special stories about how they should live their lives?</li> <li>• What special stories do Buddhist people tell?</li> <li>• What do Buddhist people learn from their special stories about how they should live their lives?</li> <li>• What special stories about the world in different cultures?</li> <li>• What can we learn for ourselves from these stories?</li> </ul>	
	<p style="text-align: center;"><b>PSHE</b></p> <p style="text-align: center;">This term we will be focusing on Citizenship:</p> <ul style="list-style-type: none"> <li>• To understand the importance of rules</li> <li>• To begin to recognise ways in which we are the same and different to other people</li> <li>• To understand the range of groups people, belong to</li> <li>• To understand that change can cause mixed feelings. (Transition lesson)</li> </ul>	

<p style="text-align: center;"><b>Geography</b></p> <p><b>The Seaside</b> Throughout our <i>Geography</i> learning this term we will be focusing on the following questions:</p> <ul style="list-style-type: none"> <li>• Where are our Seasides?</li> <li>• What are the human and physical features of the Seaside?</li> <li>• What were the Seasides like in the past?</li> <li>• What makes the Seaside so appealing?</li> <li>• Can you locate different coastlines around the UK?</li> <li>• Can you see sea?</li> </ul>	<p style="text-align: center;"><b>PE</b></p> <p style="text-align: center;">Our PE learning this term will focus on:</p> <p style="text-align: center;"><b>Multiskills and Games.</b></p>	<p style="text-align: center;"><b>Science</b> <b>Growing Plants</b></p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>