

Stones and Bones



Maths

The children's fluency, reasoning and problem-solving skills will be developed in the following areas:

Multiplication and Division

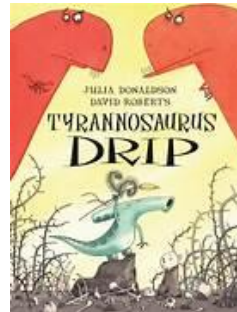
- Calculate the mathematical statements for multiplication and division within the multiplication tables and write them using the $\times \div =$ signs.
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Shape

- Recognise and name 2D and 3D shapes.
- Describe the properties of 2D and 3D shapes.
- Drawing 2D shapes.
- Making patterns with 2D and 3D shapes.
- Sort 2D and 3D shapes.
- Recognise lines of symmetry for a range of shapes.

Core Texts

Tyrannosaurus Drip by Julia Donaldson



Other texts:

Stone Girl Bone Girl – Laurence Anholt
The Fossil Hunters – Cath Jones
Cave Baby – Julia Donaldson

Communication & Language

Speaking and Listening

- To give an opinion with a reason and listen to others' opinions.
- To use Standard English to give an opinion.
- To recite/perform own compositions.

Reading

- To make predictions about possible events and characters' behaviour.
- To give reasons for characters' actions or behaviour.
- To use prior knowledge, context and reading experiences to understand text.
- To ask questions to clarify understanding.
- To talk about books or poems read and give an opinion.

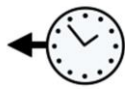







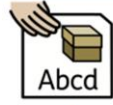
Composition (*half term writing focus: First person narrative, poetry*)

- To understand that there are different purposes for writing.
- To talk about ideas for writing.
- To understand that different language is needed for different types of writing.
- To use a modelled or suggested planning format to map out ideas for writing.
- To make changes following suggestions or with support.

Little Wandle (Bridge to Spelling)

Bridge to spelling

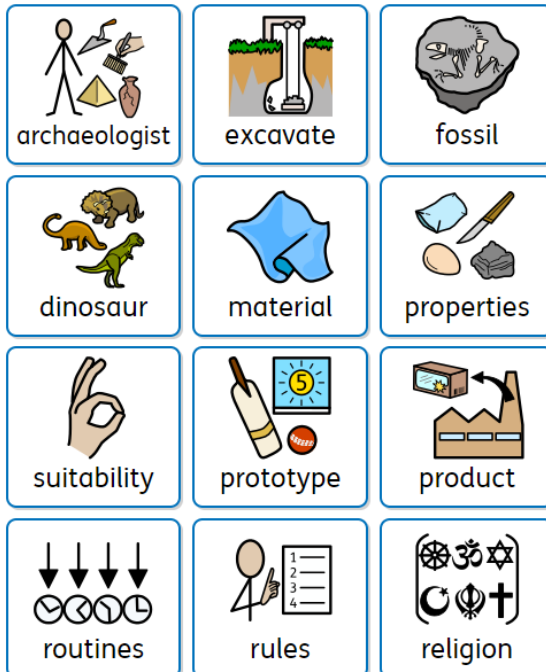
Coverage	
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

 past tense	 present tense	 apostrophe
 comma	 statement	 question
 exclamation	 adjective	 noun phrase

Grammar and Vocabulary

- To know that the past tense is used to talk about something that has already happened and that the present tense is used to talk about something that is happening now.
To use the past and present progressive tenses in oral sentences and own writing.
- To check that the tense in own writing is consistent.
- To choose effective adjectives to expand nouns and select the most effective.
- To use noun phrases in own writing to add detail and evaluate the effectiveness.
- To use commas to punctuate sentences where there are items in a list.
- To know that the job of an apostrophe of contraction is to take the place of letters in a word and find examples in text.
- To match contracted forms with complete forms.
- To use apostrophes of contraction in writing.

Topic Vocabulary



RSHE

Jigsaw – Dreams and Goals

- To choose a realistic goal and think about how to achieve it.
- To carry on trying even when I find things difficult.
- To recognise who I work well with and who it is more difficult for me to work with.
- To work well in a group.
- To tell you some ways I worked well with my group
- To know how to share success with other people.

Expressive Art and Design

DT

- To design, make and evaluate an invention.
- To talk about and disassemble products and describe their functions.
- To use simple prototypes, label sketches and create instructions.
- To deconstruct and assemble the net of basic 3D shapes
- To construct cubes of different sizes from a net.
- To use a range of materials and components to improve a product.
- With support attach a fixed axle to a chassis and add wheels ensuring that they can move freely.

Music – Exploring the structure, texture and rhythm in different songs.

This topic centres around Myths and Legends, where the children will listen to a range of different music and discuss the key components that make up a song. They will compose their own song based on George and the Dragon and perform it to their peers in groups.

Physical Development

Gymnastics- Apparatus work

- To develop skills of balance, rotation, flight and how they can be linked together to create sequences and use these on various gymnastics apparatus.

Dance

- To develop key dance skills such as; timing, counting music, movement memory, formations, dynamics, levels and partner work. They will also develop their own choreography in response to a stimulus.

Understanding of the World

RE

Theme: Rules and Routines

Key Question: Why are rules and routines important?

We are exploring the importance of rules and routines in everyday life, as well as their significance in Christianity, Islam and from the Humanist perspective.

Science

Everyday Materials To discuss uses for materials and give reasons

- To identify and compare the suitability of a variety of everyday materials.
- To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- To explore what makes a material waterproof.

Working Scientifically:

- To ask and answer simple questions recognising they can be answered in different ways.
- To use observations and ideas to suggest answers.
- To perform simple tests.
- To identify and classify objects and materials.
- To gather and record data to help answer questions.
- To select and use appropriate scientific equipment for an investigation.

History

Our BIG question is: Why should we remember Mary Anning?

Vocabulary:

