

<p><b>In English can we ...</b> Write a range of instructions using sub-headings and numbered lists? Use time words, imperative verbs and adverbs in our instruction writing? Write a story with a clear beginning, middle and end? Begin to introduce speech into our writing? Use adjectives to describe a setting and a character? Use commas in lists, full stops and capital letters? Plan ideas for writing? Record ideas sentence-by-sentence? Read our writing to check that it makes sense? Use Phonics to help read and spell unfamiliar word? Read &amp; re-read phonic-appropriate books? Read and spell common exception words? Use a range of strategies to develop our spelling? Discuss &amp; express views about the fiction, non-fiction books that we read? Become familiar with &amp; retell stories using actions? Ask &amp; answer questions about books we read? Begin to make inferences? Form all or letters correctly?</p>	<p><b>In Science can we....</b> Identify and name a variety of materials and investigate their properties. Identify and compare the uses of different materials? Investigate the suitability of different materials for different jobs? Understand that some materials can change shape by squashing, bending, stretching and twisting?  Test to see which material will make the bounciest ball? Test to see which material is the most stretchy?</p>	<p><b>Hooks for learning:</b> <b>How can we persuade someone to visit London?</b> <b>You tube films of London from a helicopter.</b></p>	<p><b>In Computing can we ...</b> Describe a series of instructions as a sequence Explain what happens when we change the order of instructions. Use logical reasoning to predict the outcome of a program Design an algorithm to meet my goal</p>
<p><b>In Maths can we ...</b> <b>Multiplication and Division</b> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <b>Money</b> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. <b>Addition and Subtraction</b> Revise and reinforce addition and subtraction of single and 2 digit numbers using a variety of appropriate strategies.</p>	<p><b>In History can we ...</b> Investigate and interpret the past? Ask and answer questions about the Great Fire of London? Say when, where and why did the Great Fire of London broke out? Explain what happened during the Great Fire of London? Learn about the fire from pictures, stories and online sources? Use extracts from Samuel Pepys' Diary to help understand what happened and compare facts with opinions? Look at ways in which the Fire changed London? Use historical vocabulary to discuss the events and show our understanding of them?</p>	<p><b>In R.E can we...</b> discuss why Christians call Jesus Saviour? Understand he different ways in which Jesus 'saved' people? Recall and retell stories form the bible? Talk about the word 'Salvation' and understand what it means to Christians? Discuss the story of Easter and how this was God's 'rescue' plan for the world? Make/ draw an Easter garden and discuss what each part symbolises?</p>	<p><b>In PSHE can we...</b> Identify situations in which they would feel safe or unsafe and think of actions for dealing with unsafe situations? Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell' ? Recognise that some touches are not fun and can hurt or be upsetting and Know that they can ask someone to stop touching them? Identify safe secrets (including surprises) and unsafe secrets. Recognise the importance of telling someone they trust about a secret which makes them feel unsafe.</p>
		<p><b>In P.E can we...</b> Can we jump and land safely? Jump from two feet to one and from one to two? Can we balance on different parts of the body including in a seated position? Badminton-Use different grips and develop racquet control? Develop basic movement patterns? Use basic badminton strokes?</p>	<p><b>In Art can we...</b> Turn a photo into a painting? Look at photos of London Bridges at different times of day and make comparisons about what we see? Can we study Monet's London paintings and make comments about how they make us feel and think? Can we use a range of sketching pencils and charcoal to create a landscape?</p>
		<p><b>Our Home Learning:</b> Read with an adult for a sustained period of time? Talk about the books we have read and ask and answer questions about the characters and setting? Identify full stops and capital letters in our story and respond to them appropriately? Learn to spell the common exception words and be able to apply them in our writing? Count in 2s, 5s and 10s and begin to learn these tables off by heart?</p>	<p><b>In Music can we...</b> <b>Charanga Music Model Curriculum</b> Inventing a Musical story Unit 3 Can we find and keep a steady beat when accompanying or improvising? Can we sing with a clear and expressive voice conveying different emotions? Use long and short beat sounds when clapping rhythms? Understand tempo? Listen appreciatively to a variety of music and Discuss how it can convey different feelings and create different moods?</p>