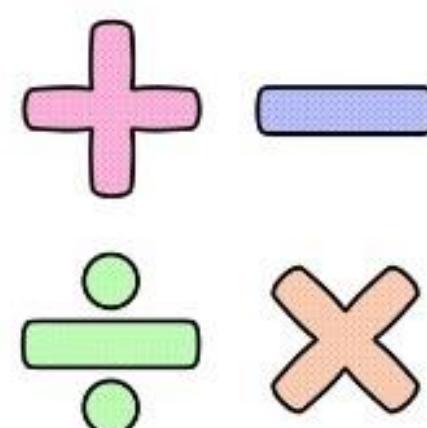


<p><b>Science</b></p> <p>As Scientists, we will know...</p> <ul style="list-style-type: none"> <li>what an electrical appliance is and identify those that are mains- or battery-powered.</li> <li>Different circuit components and explain what they do.</li> <li>Build series circuits, identifying and explaining whether they are complete or incomplete.</li> <li>What electrical conductors and insulators are and give several examples of these.</li> <li>Several different switches and explain how switches work in a circuit.</li> <li>How to apply their knowledge of electricity to different situations.</li> </ul> 	<p><b>RE</b></p> <p>As spiritual individuals we will:</p> <ul style="list-style-type: none"> <li>Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live.</li> <li>Pupils will know that Jesus first disciples left their jobs and families to follow Jesus.</li> <li>Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities.</li> <li>Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man's neighbour).</li> <li>They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work.</li> </ul>	<p><b>Maths</b></p> <p>As mathematicians, we will:</p> <ul style="list-style-type: none"> <li>Knows the 2, 3, 4 and 8 times tables and recognises the doubling patterns.</li> <li>Knows how to multiply using partitioning and find corresponding division facts.</li> <li>Knows the relative position of numbers.</li> <li>Knows 0 as a place holder in a three digit number.</li> <li>Knows the rules of rounding.</li> <li>Knows how to calculate with columnar methods regrouping the tens and exchanging in subtraction.</li> <li>Knows how to add and subtract in the context of measures.</li> <li>Knows how to measure the perimeter of a 2D shape.</li> </ul> 						
	<p><b>English</b></p> <table border="1"> <thead> <tr> <th data-bbox="765 731 923 795">Writing</th><th data-bbox="923 731 1260 795">Grammar and punctuation</th><th data-bbox="1260 731 1545 795">Reading</th></tr> </thead> <tbody> <tr> <td data-bbox="765 795 923 1287">Character and setting descriptions</td><td data-bbox="923 795 1260 1287"> <p>We will be learning....</p> <p>How to use full stops, capital letters, commas, questions marks, inverted commas for speech and exclamation marks in our sentences.</p> <p>To use the correct determiners.</p> <p>To use the correct perfect present, past or future tense.</p> <p>Learn to edit and redraft my own writing independently to check for grammatical errors.</p> </td><td data-bbox="1260 795 1545 1287"> <p><b>Stig of the Dump</b> <b>Clive King</b></p> <p>First published in 1963, Stig of the Dump is a classic children's novel about a young boy called Barney who encounters a strange cave-dwelling creature called Stig. Stig takes Barney on a series of fantastic adventures into prehistoric times.</p> </td></tr> </tbody> </table>	Writing	Grammar and punctuation	Reading	Character and setting descriptions	<p>We will be learning....</p> <p>How to use full stops, capital letters, commas, questions marks, inverted commas for speech and exclamation marks in our sentences.</p> <p>To use the correct determiners.</p> <p>To use the correct perfect present, past or future tense.</p> <p>Learn to edit and redraft my own writing independently to check for grammatical errors.</p>	<p><b>Stig of the Dump</b> <b>Clive King</b></p> <p>First published in 1963, Stig of the Dump is a classic children's novel about a young boy called Barney who encounters a strange cave-dwelling creature called Stig. Stig takes Barney on a series of fantastic adventures into prehistoric times.</p>	
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<p><b>Art</b> <b>As artists we will know:</b></p> <ul style="list-style-type: none"> <li>That when artists make work in response to static objects around them it is called still life.</li> <li>That still life has been a genre for many hundreds of years, and is it still relevant today.</li> <li>That when artists work with still life, they bring their own comments and meaning to the objects they portray.</li> <li>That we can make a still life creative response in many media: drawing, painting, collage, relief...</li> </ul> <p>That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.</p>	<p><b>Music</b> <b>As musicians we will...</b></p> <p>Learn how to play the recorder. Learn how to play individual notes and chords and as part of a group.</p> 	<p><b>Computing</b> <b>As computing scientists we will:</b></p> <ul style="list-style-type: none"> <li>Create and debug algorithms to draw regular polygons using the repeat command/ block (Turtle Logo)</li> </ul>  <p><b>COMPUTING</b></p>	<p><b>Spanish</b> <b>As linguists and learners of Spanish, we will...</b></p> <ul style="list-style-type: none"> <li>follow a story and join in the repeated parts;</li> <li>say what foods from a set they like/dislike;</li> <li>describe the colour of an object;</li> <li>ask politely for something.</li> </ul> 
<p><b>History</b> <b>As historians we will know:</b></p> <ul style="list-style-type: none"> <li>The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC.</li> <li>The Stone Age is split into three periods: the Palaeolithic (c750,000-c10,000BC), the Mesolithic (c10,000BC-4000BC) and the Neolithic (4000BC-2500BC).</li> <li>Different species of humans lived in Britain during the Stone Age, including Homoerectus (meaning upright man), Homo heidelbergensis, Neanderthals and Homosapiens (meaning wise man)</li> <li>In 1903, a skeleton was discovered in Gough's Cave in Cheddar Gorge, Somerset, and named Cheddar</li> <li>Man. Cheddar Man is the oldest almost-complete skeleton of a modern human ever found in Britain.</li> <li>During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented.</li> <li>Which aspects of life have changed / continued between eras.</li> <li>Stone weapons changed over time to be smaller and sharper with handles of wood attached.</li> </ul>	<p><b>PSHE</b> <b>As members of our community, we will...</b></p> <ul style="list-style-type: none"> <li>I can tell you about a person who has faced difficult challenges and achieved success</li> <li>I can identify a dream/ambition that is important to me</li> <li>I enjoy facing new learning challenges and working out the best ways for me to achieve them</li> <li>I can be motivated and enthusiastic about achieving our new challenge</li> <li>I can recognise obstacles which might hinder my achievement and take steps to overcome them</li> <li>I can evaluate my own learning process and identify how it can be better next time</li> </ul> 	<p><b>PE</b> <b>As athletes, we will:</b></p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>be able to hold themselves in a balance showing control (3-4 seconds)</li> <li>be able to hold a balance showing balance and extension (5-6 seconds)</li> <li>create routines containing balances with control and extension AND fluency from one balance to the other</li> </ul> 	

- The end of the Neolithic was an important time for human development. Neolithic people began to settle in small communities and farm animals and grow crops.