

## Memorable Experience: Braintree Museum (TBC)

**English:** In our first unit, we will read books about tigers, whales, sharks and polar bears, developing an understanding of the differences between fiction and non-fiction. We will then produce our own factual texts, using what we have read to compose and answer questions in an informative way.

In our second unit, we will explore books by Ed Vere. His descriptive writing and engaging illustrations will support our reading for understanding and inspire creative writing. We will create character profiles, describe bad dreams and plan and sequence our own narratives.

In our third unit, we will explore the text *Dear Greenpeace* by Simon James. We will use it as inspiration to write letters, focusing on sentence punctuation and ways to extend our sentences. Our writing will be based on the theme of encouraging and supporting people to protect and preserve the environment.

**Design Technology:** This term, we will be focusing on the project *Chop, Slice and Mash*. Within this project, we will learn about the sources of food and develop preparatory skills such as peeling, tearing, slicing, chopping, mashing and grating. We will then use these skills and our knowledge to design and make a supermarket sandwich.

**Maths:** In our first unit, we will expand our number knowledge by focusing on multiplication and division. We will learn to count in 2s, 5s, and 10s, as well as make equal groups to support our understanding of grouping and sharing.

In our second unit, our focus will be on fractions. We will explore what a half and a quarter are in relation to objects and shapes, before applying this understanding to quantities.

We will then move on to position and direction. In this unit, we will develop our use of positional and directional language, mastering left and right, forwards and backwards, and above and below to describe movement and location.

We will revisit place value, this time focusing on numbers up to 100. We will practise counting in 10s, develop our partitioning skills, deepen our understanding of how numbers are composed and compare and order numbers within 100 in different forms.

Next, we will study money, where we will learn to recognise different coins and notes and practise counting coins.

Finally, we will explore time, focusing on long and short durations. We will learn the months of the year, the days of the week and how to tell the time to the hour and half hour.

**Physical Education:** In the first half term, our indoor focus will be *Net and Wall Games*. Pupils will take part in activities where they aim to hit a ball over a net or against a wall to make it difficult for an opponent to return it. They will develop attacking and defending principles alongside skills such as throwing, catching, tracking, and striking a ball. Our outdoor focus will be *Athletics*. Pupils will develop key skills including running, changing direction, jumping and throwing. They will measure their performance and take part in friendly competition, aiming to improve their own scores as well as compete against others.

In the second half term, our indoor focus will be *Fitness*. Pupils will develop their understanding of the benefits of exercise and a healthy lifestyle. They will complete challenges to improve their fitness levels and show resilience in achieving personal bests. Our outdoor focus will be *Striking and Fielding Games*. This unit involves games with a batting and a fielding team. Pupils will develop their understanding of attacking and defending, while practising key skills such as throwing, catching, tracking and striking a ball.



## School Days



**Geography:** Our geography focus this term is linked to our driver project, *School Days*. We will explore our local environment and school grounds, learn about significant events in the school's history, and examine how places or geographical features have changed over time.

**PSHE:** In our first half term, we will focus on the theme *Relationships*. Within this unit, we will explore why we have special relationships with certain people and how these relationships make us feel. We will also identify behaviours in others that we do not like and that can make us feel less valued.

In our second half term, we will focus on the theme *Changing Me*. Within this unit, we will compare how we are now to when we were babies and discuss some of the changes that will happen to us as we get older.

**Art:** This term, our focus project is *Street View*. This project explores artwork depicting streets and buildings, with a focus on the work of American pop artist James Rizzi. We will develop our understanding of colour and learn how to manipulate paper and card to create simple forms by cutting, layering, and overlapping. Once these techniques have been mastered, we will create our own street-themed 3D mural inspired by Rizzi's work.

**History:** Our history focus this term is linked to our driver project, *School Days*. Within this project, we will learn about our school and local area, both in the present and in the past. We will focus in particular on comparing schooling and everyday life in the Victorian era with our experiences today.

**Music:** In our first half term, our musical spotlight is *Sound and Pictures*. In this unit, we will explore music inspired by the story *Yoyo and the Little Auk* by the Royal Scottish National Orchestra. We will combine instruments, body percussion, and vocal sounds to depict characters and events.

This will be followed by the musical spotlight *Highs and Lows*. Through listening, singing, movement and composition, we will develop our aural skills, learn to distinguish between different pitches, and build our creative confidence and performance abilities.

**Science:** In our first half term, our focus project is *Plant Parts*. In this unit, we will learn about wild and garden plants by exploring the local environment. We will identify and describe the basic parts of plants and observe how they change over time.

In our second half term, our focus project moves on to *Animal Parts*. In this unit, we will learn about a range of animals, including fish, amphibians, reptiles, birds, mammals, and invertebrates. We will identify and describe their common structures, diets and how animals should be cared for.

**Religious Education:** In our first unit we will be studying 'Philosophy' while exploring the Hindu faith. Here we will be considering the enquiry question - 'What do my senses tell me about the world of religion and belief?' We will explore and compare items using our senses, identify religious artefacts and discuss what they represent, explain how and why artefacts are used in worship, and finally design and create a sensory experience.

In our second unit we will be focusing on the enquiry question - 'What does it mean to belong to a faith in a community?'. We will revisit prior learning about different faiths, considering how members of these communities show that they belong. We will also explore and discuss artefacts, places of worship and symbols, before reflecting on where we belong and the communities we are part of.

**Authors of the term:** Caryl Hart and Anthony Brown

**Computing:** Our first unit this term is *Coding*. In this unit, we will develop our understanding that computer programs work by following instructions called code. We will explore and practise coding through a range of activities before planning and creating our own computer program.

Our second unit this term is *Technology Outside of School*. In this unit, we will consolidate our understanding of what technology is. We will identify different types of technology in and out of school and consider and explain their purposes.