

Maths

Number: Place value (within 20) before moving onto addition and subtraction within 20. We will continue to build on the skills we learnt within 10 to help us with larger numbers. We will also start looking at length and measurement and how these skills can be used.



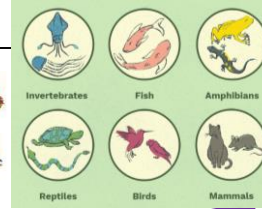
Religious Education

There are two main questions for this term. The first one 'Who is a Muslim and how do they live?' introduces another religion to the children and the second 'Why does Easter matter to Christians?' looks at the Easter story and salvation within Christianity.

The Christian value for this term is:

Phonics

We are going to continue developing our phonic knowledge from last term. We will continue to re-cap a new sound each day, as well as ensuring that previous sounds are also remembered. We use the 'Read Write Inc' scheme of work.



Science

We will be looking at animals including humans. We will be learning about how animals are sorted into groups (classified) based on their key characteristics.

English

We start the term looking at poetry, with an emphasis placed on how we can share poems with other people in performance.

Children will start to consider how they can use information from book covers to predict what will happen.

We will then be looking at the book 'The Emperor's Egg', using what we learn from the book to write our own report.

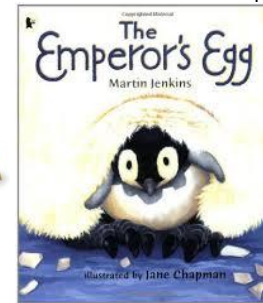
We will then look at other books within the topic theme.

Frozen Kingdom

Geography

We will be looking at different map types and how to interpret them. We will consider different human and physical features and how they are represented.

We will be creating a map of the school and children will start to use directional language in their descriptions.



History

We will be finding out about Polar explorers, thinking about how life and travel was different in the past compared to now. We will focus on Jules Dumont, the Antarctic explorer who named Adelie Penguins.

Computing

The children will be learning about algorithms - what they are and how they can be implemented. We will create sequences of instructions to form a program, then working out how to make the instructions easier by 'de-bugging' them.