

ENGLISH

Outcomes: Children will write a story based on *Georges Marvellous Medicine*.

They should be able to:

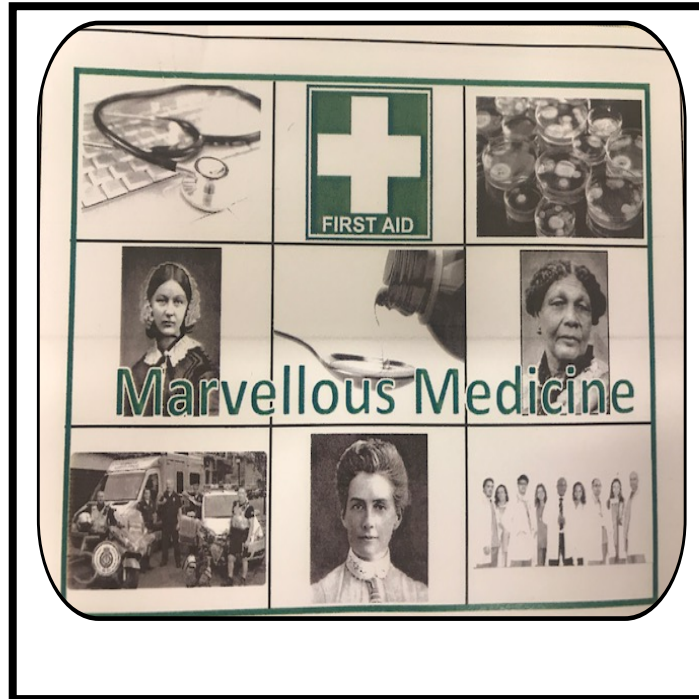
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas*.
- Sequence and discuss the main events in stories.
- Identify, discuss and collect favourite words and phrases.
- Use specific text type features to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade*.
- Say, write and punctuate simple and **compound** sentences using the connectives *and, but* and *or*.
- Select, generate and effectively use **adjectives**
- Use **suffix** *ly* to turn adjectives into **adverbs** e.g. *slowly, gently, carefully*.

COMPUTING

Outcome: Children will produce an Andy Warhol inspired pop art of a medicine bottle.

They should be able to:

- Use and compare paint programmes and identify the strength and weaknesses of programmes.
- Evaluate existing digital art.
- Save and retrieve work.
- Use a range of range of paint tools.
- Identify benefits of using technology including finding information, creating and communicating.



ART & DESIGN

Outcome: Children will produce an Andy Warhol inspired pop art of a medicine bottle.

They should be able to:

- Represent things that are observed, remembered or imagined and record in a Sketchbook.
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Give reasons for preference when looking at art/craft or design work.

HISTORY

Outcome: Children will compare changes in medicine through time and recognise significant figures in history.

They should be able to:

- Show an awareness of the past by using common words and phrases.
- Describe where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Describe events beyond living memory that are significant nationally or globally.
- Describe the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.

PSHE

Outcome: Children will learn about personal hygiene know rules about keeping safe.

They should be able to:

- Suggest ways to be hygienic.
- Give reasons why we have personal hygiene.
- Describe what germs are.
- Describe how to wash hands thoroughly.
- Consider safety rules for at home and school.

MATHS

Outcome: Children will become more proficient with the use of the four operations.

They should be able to:

- Use a variety of addition/subtraction methods.
- Use a variety of multiplication/division methods.
- Solve word problems drawing on prior knowledge.

They should also be able to:

- Explore fractions of shapes, quantities and amounts.
- Identify and describe properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line.
- Recognise 3-D shapes by identifying their properties.
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.

MUSIC

Outcome: Children will explore structure, duration, and appropriate musical notations.

They should be able to:

- Perform steady beat patterns, including in groups, to accompany a song.
- Play different patterns of steady beat within four beats, and matching them to a simple score.
- Combine sounds to create a musical effect.
- Explore voices to create descriptive musical

ENGLISH

Outcome: Children will be able to write their own version of a Midsummer Night's Dream.

They should be able to:

- Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.
- Select, generate and effectively use **verbs, nouns and adjectives**.
- Use specific text type features to write for a range of audiences and purposes, e.g. to instruct, **inform**, entertain, **explain**, discuss, persuade.
- Select, generate and effectively use **adjectives**.
- Use **suffix ly** to turn adjectives into **adverbs** e.g. *slowly, gently, carefully*.
- Sequence and discuss the main events in stories.
- Identify, discuss and collect favourite words and phrases.

SCIENCE - Living things & Plants

Outcome: Children will become familiar with living things and plants.

They should be able to:

- Identify and name a variety of plants and animals in their habitats, including micro-habitats.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- Observe and describe how seeds and bulbs grow into mature plants.
- Gather and record data to help in answering questions.

RELIGIOUS EDUCATION

Enquiry question: Is it true that Jesus came back to life?

They should be able to:

- Describe some religious beliefs, teachings and events.
- Describe some religious practices
- Understand symbols in Christianity.
- Describe new life and new beginnings.

DESIGN AND TECHNOLOGY

Outcome: Children will follow instructions to make a healthy breakfast.

They should be able to:

- Use a wide range of cookery techniques to prepare food safely.

PE

Outcome: Children will be increasing their range of basic gymnastic skills with the focus on high & low.

They should be able to:

- Perform a range of actions with control and coordination.
- Move smoothly from a position of stillness to a travelling movement.
- Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.
- Describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control.