

As readers we will continue to develop our decoding, fluency, comprehension and inference skills.

To understand texts, we will:

- Discuss events.
- Predict events.
- Link reading to our own experiences.
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions.
- Ask and answer questions about texts.
- Discuss favourite words and phrases.
- Discuss the significance of events and the title.
- Make inferences based on what is being said and done.

As writers we will be exploring different traditional stories. We will also be looking at recounts linked to first landing on the moon.

To write with purpose, we will:

- Say first and then write to tell others about ideas.
- Write for a variety of purposes.
- Use some of the characteristic features of the type of writing used.
- Write, review and improve.

To use imaginative description, we will:

- Use well-chosen adjectives to add detail.
- Use adverbs for extra detail
- To organise writing appropriately, we will:
- Organise writing in line with its purpose

To use sentences appropriately, we will:

- Write so that other people can understand the meaning of sentences.
- Sequence sentences to form clear narratives.
- Convey ideas sentence by sentence.
- Join sentences with conjunctions and connectives.

As computer scientists we will be learning to:

- Understand that a programmable toy can be controlled by inputting a sequence of instructions.
- Develop and record sequences as an algorithm.
- Program a toy to follow an algorithm.
- Debug their program.
- Predict how their programs will work.

Global Knowledge

We will develop our global knowledge through learning about different world wide historical events. We will also read stories from different cultures and learn about different celebrations from around the world.

As scientists we will be investigating materials.

To investigate materials, we will:

To work scientifically

Ask simple questions.

Observe closely, using simple equipment.

Perform simple tests.

Use observations and ideas to suggest answers to questions.

Gather and record data to help in answering questions.

To investigate materials

- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.

Great and Ghastly events Autumn Term

As mathematicians we will:

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

- Count, read and write numbers to 100 in numerals.

Recognise the place value of each digit in a two-digit number (tens, ones).

Using concrete objects and pictorial representations including those involving numbers, quantities and measures.

- Using the addition (+), subtraction (-) and equals (=) signs.

Add and subtract numbers

Resilience

The children will develop emotional intelligence through their understanding of what people endured during different Great and Ghastly events.

First-hand Experiences

We will gain experience of what it is like to be a historian through an interactive day of historical events.

As historians we will be learning about different Great and Ghastly events including the Moon Landings, the sinking of the Titanic, the Great Fire of London and the Gunpowder Plot.

To investigate and interpret the past, we will:

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented

To build an overview of world history we will:

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

To understand chronology we will:

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Use dates where appropriate.

To communicate historically we will:

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

As design technologists we will be making our own Lunar Rovers.

To design, make, evaluate and improve, we will:

- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.

To take inspiration from design throughout History, we will:

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.

To master practical skills, we will:

- Cut materials safely using tools provided.

Values

Compassion
Resilience
Friendship
Hope