Diagram

Description automatically generated with medium confidenceA picture containing clipart

Description automatically generatedA field of sunflowers

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**KS1 – Term 5**

**Ready, Steady, Grow!**

**Music**

* Use their voices expressively and creatively by singing songs and speaking chants and rhymes
* Play tuned and untuned instruments musically
* Listen with concentration and understanding to a range of high-quality live and recorded music
* Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Science: Plants**

* Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
* Identify and describe the basic structure of a variety of common flowering plants, including trees,
* Observe and describe how seeds and bulbs grow into mature plants by planting seeds and bulbs.
* Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
* Observe closely using simple equipment by recording observations of a variety of plants in the local environment.
* Perform simple tests by setting up a comparative test to understand what plants need to germinate and grow.
* Use their observations to suggest answers to questions.
* Gather and record data to help in answering questions by measuring the results of a comparative test.

**Geography**

* Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans.
* Find out about food from the local community and the wider world.

**English**

**Reading –** *understand the books that they read and listen to by:*

* Talking about the events in what is read and linking them to his/her own experiences.
* Discussing the significance of the title and events.
* Finding and copying words of particular meaning to show understanding.
* Knowing the key plots of the stories they read.
* Answering questions in discussion with the teacher and making simple inferences.
* Skimming and scanning for key words in a text.
* Answering questions and making links between other books that have been read.
* Making inferences on the basis of what is said and done in a book read independently.
* Using skimming and scanning as a means to answer questions about the text or retrieve information quickly.

**Writing Composition** – *write sentences by:*

* Saying out loud what they are going to write about.
* Composing a sentence orally before writing it.
* Sequencing sentences to form short narratives.
* Re-reading what they have written to check that it makes sense.

*Develop positive attitudes towards and stamina for writing by:*

* Writing about real events.
* Writing narratives about personal experiences and those of others (real and fictional)

*Consider what they are going to write before beginning by:*

* Planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary.
* Encapsulating what they want to say sentence by sentence.

*Make simple additions, revisions and corrections to their own writing by:*

* Evaluating their writing with the teacher and other pupils.
* Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
* Proof-reading to check for errors in spelling, grammar and punctuation.

**PSHE – Relationships**

* Families
* Keeping safe
* Friends and conflict
* Secrets
* Trust and Appreciation
* Celebrating special relationships
* **Core Value Resilience**

**PE**

* Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
* Participate in games and team games, developing simple tactics for attacking and defending.

**Art: Sunflowers – Vincent Van Gogh**

* Use a range of materials creatively to design and make products.
* To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
* To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
* To 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.

**Maths**

**Fractions**

* Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
* Recognise, find and name a quarter of one of four equal parts of an object, shape or quantity.
* Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.
* Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.

**Position and Direction**

* Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
* Order and arrange combinations of mathematical objects in patterns and sequences.
* Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

**Grammar, punctuation and spelling**

* Leaving spaces between words.
* Joining words and clauses using “and”
* Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
* Using a capital letter for names of people, places, the days of the week, and the personal pronoun I.

**Computing – Programming and moving a robot**

* Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
* Create and debug simple programs.
* Use logical reasoning to predict the behaviour of simple programs.
* Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
* Recognise common uses of information technology beyond school.
* Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet.

**RE: Family, The Jewish Home - Kashrut**

* Name and explore a range of celebrations, worship and rituals in religion, noting sililarities where appropriate.
* Identify the importance, for some people, of belonging to a religion and recognise the difference to individuals, families and the local community.
* Developing skills of listening and a willingness to learn from others
* Being willing to learn and gain new ideas from others people’s beliefs.
* Developing pupils’ capacity to respond creatively to religious and spiritual questions and materials
* Respecting other people and their ‘inspirations’.