

## Birch Class – Cycle B Term 1

### Maths – Place Value, Addition and Subtraction.

- Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Identify, represent and estimate numbers to 100 using different representations including the number line.
- Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs.
- Read and write numbers to at least 100 in numerals and words.
- Use place value and number facts to solve problems.
- Number – addition and subtraction Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one digit numbers.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods

### English – Fiction: Charlotte's Web (E.B White)

- To be able to make predictions using evidence from the text.
- To be able to make inferences around characters' thoughts, feelings and actions and is beginning to justify with evidence from the text more independently.
- To know how to relate to characters, settings and events to their own experiences.
- To identify and comment on vocabulary and literary techniques.
- I can recall a story and put it in the right sequence
- To be able to retrieve specific information from a text to support response.
- To know and understand where to look for information.
- To know and summarise the main points from stories.
- I can use first person and past tense.
- I can use speech marks in my writing.
- To be able to consider others' points of view.
- To be able to improvise, create and write dialogue to develop character.
- I can use formal language in present tense.
- To be able to show some awareness that writers have viewpoints and purposes.
- To know how to edit and improve own writing in relation to audience and purpose.

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### **PSHE: Staying Healthy**

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
- The importance of and strategies for maintaining a balance between school, work, leisure, exercise, and online activities.
- The importance of taking increased responsibility for their own physical health, including dental check-ups, sun safety and self-examination; the purpose of vaccinations offered during adolescence for individuals and society.
- Identify symptoms for some major illnesses e.g. sickness bug, flu.
- Know how to prevent the spread of germs.
- Identify how antibiotics help to fight infection and understand where to obtain these if needed.

### **Computing: Programming – Robot Algorithms**

- I can create and debug programs.
- I know how to use logical reasoning to make predictions.

### **Science: Grouping and Changing Materials.**

- Students will be able to identify science equipment, science safety.
- Students will use equipment and identify their uses
- Students will be able to follow instructions to complete science diagrams
- Students will be able to compare and group together a variety of everyday materials on the basis of their simple physical properties, distinguish between an object and the material from which its made, identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock, and describe the physical properties of a variety of materials.

### **Physical Education: Team Building Games**

- That each participant has different skills, strengths and feelings towards Physical Education but each has a part to play in team games.
- To develop understanding of class needs.
- The rules for a variety of team building games.
- What makes a good team player and the key attributes of an effective and efficient team
- Pupils will be able to...
- Work with their peers as part of a team.
- Demonstrate an awareness of other's needs including different skills, strengths and feelings towards Physical Education
- Communicate with team mates.
- Observe the conventions of fair play.
- Show listening, explaining, organisational and co-operation skills

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### **Humanities: Making a Sports Themed Timeline.**

- The main events in the history of a sport, a club, or a sports personality.
- Where a sport originated and how it developed over time.
- How and where the sport is played including key rules.
- Who plays the sport in terms of genders, countries...
- How is this sport used in competitions e.g. The World Cup, The Olympics.
- Key events in a sportsperson's careers.
- The key components required to create a timeline and how information should be organised.
- How to collect information from given resources.
- Choose a sport, club, or sports personality for a timeline.
- Design and produce a timeline for display showing the main events in the sport, club, or sports personality in.
- Chronological order looking at examples of timelines.

### **Art and Design: Man-made indoor environment as a theme for artwork with support**

- Pupils will understand their personal likes and dislikes
- Pupils will become familiar with features of the indoor school environment (namely vertical, horizontal, parallel and diagonal lines, one-point perspective, vanishing point) and that lines can be straight or not straight and how this would affect structures such as the school.
- Pupils will draw from memory and imagination to share likes and dislikes.
- Develop spatial awareness of different parts of the school's interior (compare space e.g. large open space, long narrow space, low space)
- Pupils will experience free hand drawing of interior direction lines, horizontal, diagonal vertical, parallel.
- Pupils will use experimentation to develop their fine motor skills.
- Pupils will talk about their work.

### **Music: Romantic Period and Beyond**

- To gain knowledge about the orchestra and composers
- Different styles of music throughout the 20th century
- A focus on Holst's The Planets.
- How does Holst use his music to make us think about how the planets are different from each other?
- Introduce basic note values this term. Crotchet, minim and practise clapping rhythms with these.

### **Design Technology: Designing and Making a Pen Pot**

- How different materials can be used to make a strong structure.
- The appropriate dimensions needed for a pencil pot so it effectively meets the design brief.
- Items which can be recycled to assist pupils in making a pen pot.
- Design an eye-catching three-dimensional pen pot.
- Select an appropriate material from a range of options.
- Use colour or decoration to enhance the material.

### **Food Technology: Health & Safety in the kitchen; Knife safety: Stir fry; Hob safety: Tomato soup.**

- Key health and safety requirements and hygiene standards of working within a kitchen.
- Handle, use, wash and store sharp knives
- How to turn on and use the hob safely.
- Work together to maintain a clean and hygienic kitchen.
- With support, store and handle food correctly.
- Chop, slice & dice food safely.
- Use the hob with growing confidence and safely.