

## **Hazel 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: Stone Cold (Robert Swindells)**

- 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 know and understand where to look for information.
- To know and summarise the main points from stories.
- To know and begin to create setting, character and plot in creative writing.
- 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.
- To be able to perform dialogue created.
- 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.
- To be able to discuss understanding of the text. Comments include references and are beginning to include quotations from the text.
- To be able to consider others' points of view.
- To know and retell a wider range of stories.
- To be able to say give feedback including improvements to peers.

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### **PSHE: Health Matters – Physical Activity and Exercise**

- The meaning of the term 'health'.
- Four medical conditions or diseases which are seriously harmful to physical health (eg type 2 diabetes, high blood pressure, coronary heart disease, cancer).
- The government's recommendations on physical activity levels.
- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- Label diagrams of the body to identify the brain, heart, lungs, blood vessels, kidneys, liver, bones and muscles.
- Use their own BMI category and waist circumference measurement to assess whether they have an increased risk of developing serious diseases or medical conditions.
- Suggest at least two possible changes to their own lifestyle in relation to physical activity levels.

### **Computing: Programming – Repetition in Shapes**

- I can use a text-based programming language.
- I know how to explore count-controlled loops when drawing shapes.

### **Science: Elements, compounds and mixtures**

- Describe the distribution of elements in the periodic table.
- Recall that elements in the same group of the periodic table have similar properties.
- Recall that a mixture contains two or more substances which are not chemically combined.
- Identify the appropriate method to separate mixtures by filtration, distillation, crystallisation or chromatography.
- Describe how to separate mixtures by chromatography.
- Recognise that in paper chromatography, a solvent moves through the paper carrying different compounds different distances.

### **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.
- At least three qualities of an effective team player.
- At least three positive leadership skills.
- The strategies needed to overcome a team goal.
- Work with their peers as part of a team.
- Communicate with teammates.
- Observe the conventions of fair play.
- Develop strategies to overcome a team goal.
- Use positive leadership skills when leading an activity.

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### **Humanities: The Holocaust**

- How the Nazi Party was formed.
- How Hitler and the Nazi party rose to power after the First World War.
- The main activities involved in the Hitler Youth.
- What life was like for Jewish people living in a German society.
- To know what a concentration camp is and how Jewish people were treated in these camps.
- Describe how Hitler and The Nazi party rose to power after the First World War.
- Describe life as a Jew in Germany.
- Describe life in a ghetto.
- Describe life in a concentration camp.

### **Career Education: Learning About Workplaces**

- The different types of workplaces and job roles within the local areas and nationally.
- The skills and qualities linked to specific job roles.
- The basic process of job application.
- Identify different types of workplaces and different careers.
- Identify the skills and qualities linked to specific job roles.
- Identify their personal skills, qualities and interests.
- Demonstrate the required skills and qualities linked to specific job roles.
- Find jobs that they would like to do.
- Explain how their skills and interests match their choices.
- Research new jobs and workplaces
- Identify at least questions that might be asked in a job interview.

### **Key Stage Four Option Cycle**

#### **Art and Design: Drawing and Painting**

Building Interiors: Patrick Caulfield; Basic Art Skills: 1-2 Point Perspective

- Pupils will know some facts about a chosen pop artist
- Research the work of Patrick Caulfield, David Hockney, Peter Blake or Anthony Green - interiors
- Study the interiors of houses, schools or architectural places of interest.

#### **Design Technology: Designing and Making a Key Rack**

- The materials required for the design brief.
- Assemble the work piece to produce the completed wooden key rack.

#### **Food Technology: Health & safety in the kitchen; Preparing Starters; Hob: Vegetable soup; Grill: Nachos; Oven: Roasted stuffed peppers**

#### **Physical Education: Human biology: Skeleton, joints and muscles**

- State three functions of the skeletal system.
- State the three levels of bone movement giving at least one example for each.
- Label a diagram to name four parts of a joint.
- Name two parts of a joint that help prevent friction when bones move.
- Label a diagram to show the positions of at least ten muscles in the body.

#### **Horticulture: Under review**