

Writing

- Write from memory simple sentences.
- Write sentences by: re-reading what they have written to check that it makes sense.
- Write sentences by: sequencing sentences to form short narratives.
- Discuss what they have written with the teacher or other pupils.
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

As linguists we will...

Reading

- Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction texts.
- Decode words by using their knowledge of Phonic Sounds.

Spelling

- Read and write High Frequency Words with confidence.
- Recognise Phonic Sounds up to Phase 5 and use these when spelling words.

Inquiry Question

ARE ALL DESERTS HOT?

As computer programmers we will..

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

As mathematicians we will..

- Mentally double numbers up to 10.
- Count in multiples of 2, 5 and 10 as repeated addition.
- Begin to understand multiplication and division through doubling and sharing.
- Use arrays to represent multiplication and record grouping when doing division.

- Use the language of: equal to, more than, less than, most and least.
- Recognise and know the value of different denominations of coins and notes.
- Measure and begin to record lengths and heights, mass/weight, capacity and volume.
- Begin to memorise number bonds to 10 and 20, including noticing the effect of adding or subtracting zero

- Mentally add and subtract one- and two-digit numbers to 20, including zero.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Recognise and create simple repeating patterns with objects and shapes.

As designers we will..

- Use prior knowledge to design a suitable object to float.
- Follow a design to create and make a boat.
- Evaluate our designs in order to improve our designs.

As swimmers we will..

- Know the dangers of water
- Understand why we need to put our face in the water when we swim
- Be able to kick with an aid while putting our face in the water

As athletes we will..

- Develop the ability to participate in all sports day's events.
- Develop understanding of warm-up and cool-down techniques.
- Develop an awareness of pace and an ability to run over longer periods.
- Sprinting: Practise the standing start - reaction activities
- Participate in team relays with a beanbag using various means of travelling.

As musicians we will..

- be focusing on exploring new sounds. Activities will include:
- Learning to hear differences in pitch. Matching the music I hear to pictures.
 - Learning new songs with actions.
 - Exploring the sounds of instruments.
 - Count beats of 2, 3 and 4

As scientists we will..

- Ask simple questions when prompted.
- Conduct simple tests.
- Suggest how findings could be recorded.
- Suggest ways of answering a question.
- Gather and record data.
- Investigate different types of materials.
- Suggest which materials would be suitable in certain weather conditions.

As topic experts we will..

- Ask questions about the places being studied.
- Use information books to compare the similarities and differences between places studied.
- Identify hot and cold areas of the World in relation to the Equator and The Polar Regions.
- Identify seasonal and daily weather patterns
- Use basic geographical language to identify and describe key physical features of an environment.
- Discuss how an area has changed over time.

We look forward to seeing your completed Homelinks projects.

As artists we will..

- Use equipment and media correctly
- Be able to produce a printed image.
 - Use different types of materials and fabric to make a collage.