



RE

- To know that Jesus lived a long time ago in a world very different to ours.
- To know that Christians believe that Jesus is the Son of God
- To know that Christians believe that Jesus understands what it is like to live an everyday life as a human being.
- To talk about the differences between my world and Jesus world.
- To use a Bible story to show the differences and similarities between my world and Jesus world.
- To ask good questions and talk about my experiences.

- To know that the wise men visited Jesus after the shepherds.
- To know that Christians believe that Jesus is a gift from God.
- To retell the nativity story.
- To talk about giving and receiving gifts.
- To talk about Christians believing that Jesus is God's son.

English

- Supertato Integrated unit
- Narrative
- Simple recount
- Instructions

Topic:

My school, my house, my town
(Colne).

Mathematics

- Sequencing and sorting
- Fractions
- Capacity and volume
- Money
- Time

Science: Animals

- Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat).
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).
- Find out and describe how animals look different to one another.
- Group together animals according to their different features.
- Recognise similarities between animals:
- Structure: head, body, way of moving, senses, body covering, tail.
- Animals have senses to explore the world around them and to help them to survive.
- Animals are alive; they move, feed, grow, use their senses and reproduce.

Music

- Our school performance of 'Whoops-a-Daisy Angel'.



PSHE

Core theme: Relationships

Who is special to us?

In this unit children will learn:

- that family is one of the groups they belong to, as well as, for example, school, friends, clubs.
- about the different people in their family / those that love and care for them.
- what their family members, or people that are special to them, do to make them feel loved and cared for.
- how families are all different but share common features - what is the same and different about them.
- about different features of family life, including what families do/enjoy together.
- that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

Topic:

My school, my house, my town
(Colne).

Computing - Algorithms Unplugged

- To understand what an algorithm is.
- To follow instructions precisely to carry out an action.
- To understand that computers and devices around us use inputs and outputs.
- To understand and be able to explain what decomposition is.
- To know how to debug an algorithm.

PE

- Lancashire Scheme of Work - Mr Phillipson

Dance: Robots & Gymnastics 1: creating sequences using apparatus, featuring travelling, rolling & jumping with 2 different balances

Geography

- To name and locate some places in their locality. (using a map to find features of Colne)
- To describe places and features using basic geographical vocabulary. (human & physical features)
- To draw, speak and write about simple geographical concepts such as what they can see and where. (create a tourist map of Colne)

Design & Technology

- To explore existing products (fruits) and investigate how they have been made (where they come from).
- To cut and chop a range of ingredients.
- To work safely and hygienically.
- To identify tools needed (knife, plate/board, kebab stick)
- To use pictures and words to show design ideas of a kebab.
- To say what they like and do not like about items they have made and attempt to say why.