



All activities are differentiated according to ability

**Reading:** Investigating, analysing, and evaluating fictional texts will be explored this term. We will be learning about structure, settings, exploring events and characters in depth whilst developing further skills in prediction and creating alternative story narratives and endings.

**Spelling/Grammar/Punctuation:** Children will continue to practise phoneme sounds and sight words to build up their vocabulary and enable quick recall of words when writing. New sounds will be introduced weekly with a variety of different activities to consolidate spelling rules. Grammar tasks will focus on speech marks, adverbs, linking sentences using connectives, tenses and exclamation marks.

**Writing:** During taught writing lessons, we will be exploring the structure and criteria needed to write an imaginative story. We will be creating story maps, considering different settings and how stories are built up using a dilemma, resolution and ending. We will explore how the use of different adjectives, verbs and adverbs make a piece of writing more detailed and interesting to read.

**Listening & Talking:** We are focussing on re-telling a story and sharing our ideas with others. Taking turns, listening and responding appropriately as well as applying both verbal and non-verbal techniques when engaging with others will be explored, for example; pace, gestures, fluency, expression, emphasis, choice of words and eye contact. We will continue to develop sequencing language, new vocabulary and in using well-formed sentences. We will learn and recite a Scottish poem.

**Numeracy :** Securing an understanding of number and place value will continue. In number processes we will continue to use addition and subtraction to solve problems using mental and written strategies. We will be partitioning quantities, counting equal sets of quantities, using repeated addition and using mathematical vocabulary 'times' and 'x'. We will also be sharing numbers into equal groupings and using 'share', 'divide' and '÷' to say and note answers. Multiplication and division facts will be practised, and links made between the concepts. Remainders will be explored.

In wider maths we will all be comparing, estimating, weighing and measuring through tasks and play opportunities. We will use the associated vocabulary to appropriately express our findings. We will be learning how to tell the time on an analogue and digital clock using correct terminology; o'clock, half past, quarter past and quarter to. We will continue to consolidate the days, months and seasons.

Monday : Drama, Outdoor Education, Spelling Test

Tuesday: New sound and tricky words

Thursday and Friday: PE

#### Topic – The Human Body

We will consider what our bodies need to stay physically and emotionally healthy. We will be exploring how our senses impact on our daily life. By exploring the skeleton as a combination of bones and naming, describing the function of some of the main organs we will begin to discuss what is needed to keep healthy. This will involve understanding how diseases and germs are linked and describing ways to prevent the spreading of different diseases. We will also investigate how some characteristics are inherited and some are due to the environment.

**German :** We will begin to learn how to count in German and how to say some simple phrases

**Health and Wellbeing :** In PE, we will learn some Scottish dancing routines and gymnastic skills. We will explore what being unique, similar and different mean and discuss the importance of personal space and privacy. We will look at people who help us, those that look after us and how to make good choices.

**Expressive Art :** We will explore a range of media to create images and 3D objects. This term we will be exploring artwork by Andy Warhol and Pablo Picasso.

**Technology :** We will explore how technology affects the environment we live in and how it affects our lives.

**RME :** We will explore Sikhism customs and some Christian stories from the Bible.