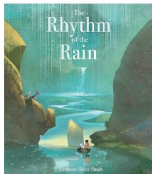




English



The Rhythm of the Rain
by
Grahame Baker-Smith

C	
Vehicle Text	
The Rhythm of the Rain	
Writing Outcome & Writing Purposes	
Narrative Outcome: Setting Narrative	
Purpose: To narrate	
Non-Fiction Outcome: Information Report	
Purpose: To inform	
Grammar: Word	
Build on previous year by:	
Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant	
Grammar: Sentence	
Build on previous year & focus on:	
Use a wider range of conjunctions, e.g. when, if, because, although	
Develop understanding of expressing time, place and cause using adverbs, e.g. <i>then, next, soon, therefore</i> (WO2)	
Develop understanding of expressing time and place using prepositions, e.g. before, after, during	
Grammar: Text	
Use the present perfect form of verbs in contrast to the simple past (WO2)	
Grammar: Punctuation	
Build on previous year & focus on:	
Use apostrophes to mark singular possession in nouns (Y2 reinforcement)	
Use commas to separate items in a list (WO2 – Y2 reinforcement)	

Maths

Number - Multiplication and division B
Measurement - Length and perimeter

White Rose Maths - [Home learning videos](#)

Science

Forces and Magnets

Compare how things move on different surfaces

Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance

Observe how magnets attract or repel each other and attract some materials and not others

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

Describe magnets as having 2 poles

Predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Geography

Study Countries and Regions of the United Kingdom

Locational knowledge

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

History

Study changes in Britain from the Stone Age to the Iron Age – BCE and CE

A focus on evidence – artefacts, burials, monuments and places

Palaeolithic, Mesolithic and Neolithic periods

Bronze Age religion, technology and travel, for example, Stonehenge

Iron Age hill forts: tribal kingdoms, farming, art and culture

Computing

Programming A - Sequencing sounds

Learners will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

Art

Textiles & Collage

Explore pattern and colour combinations

Use collograph and Plasticine™ blocks and tie dye

Explore positive and negative space

Explore line and shape and create paper collage

Know a mandala means circle in Sanskrit

Know mandalas are designs used in Hinduism and Buddhism

Know quilting is a way of conveying a message

Be able to create collaged patterns within concentric circles

Be able to tell a story using textiles and collage

Design Technology

Mechanisms

Levers and linkages – mechanical advantage

How can you do a lot of work with little effort?

Religious Education

Why is the Bible Important for Christians Today?

Physical Education

Dance and Gymnastics

Rhythmic movements

PSHE (Jigsaw)

Dreams and Goals - Aspirations, how to achieve goals and understanding the emotions that go with this

Music

Compose using your imagination

Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?

Social Question: How Does Music Make the World a Better Place?

French

Birthdays