

**Learning Intentions: We are Learning****Languages and Literacy: Writing****Personal Writing**

To describe and share my experiences and how they made me feel.

Persuasive Adverts

To persuade my reader in different ways.

Character description, setting description and scene (Based on Roald Dahl play)

To use what I've learned about plays to create my own play with interesting characters and settings.

Languages and Literacy: Reading**Group novels & Comprehension tasks on a variety of text types**

To read with understanding and expressions (using knowledge of sight vocabulary, phonics, context clues, punctuation and grammar).

To select and use strategies and resources to help make the meaning of texts clear.

To respond to different kinds of questions and other close reading tasks.

To identify the the purpose and main ideas of texts.

To share my thoughts about structure, characters and setting.

To recognise the writer's message and relate it to my own experiences.

To comment on the effective choice of words and other features.

Persuasive Texts

To recognise the different between fact and opinion.

Languages and Literacy: Listening & Talking

To explore how pace, gesture, expression, emphasis and choice of words are used to engage others.

Maths**Number:**

Subtraction, Multiplication & Division: see maths planner

To use addition, subtraction, multiplication and division when solving problems.

Data Handling: see maths planner

To explore a variety of ways in which data is presented.

To ask and answer questions about data.

To use a range of ways to collect information and can sort it in a logical, organised and imaginative way.

To use technology to display data by creating tables, charts and diagrams using simple labelling and scale.

Time: see maths planner

To tell the time using 12 hour clock.

To use a calendar to plan and be organised for key events for myself and my class throughout the year.

To measure times taken to complete a range of activities using a variety of timers.

Fractions, Decimals & Percentages: see maths planner

To take part in practical activities to show my understanding of fractions.

To find a fraction of an amount by applying my knowledge of division.

To use pictorial representations to demonstrate my understanding of fractions which are equivalent.

Health & Wellbeing

HWB for All: Achieving – Challenge myself and approach new challenges with confidence

Building Resilience: Have a Goal

PE:

Scottish dance: Respect & Tolerance, Responsibility & Leadership, Rhythm and Timing, Kinaesthetic Awareness

Circuits: Focus and Concentration, Coordination and Fluency, Motivation and ALL aspects of Fitness

Indoor possession games: Decision Making, Coordination and Fluency, Determination and Resilience and Speed

Central net games: Decision Making, Gross and Fine Motor Skills, Communication and Speed

<p>MFL:French</p> <p>To use simple phrases to convey personal information, discuss the date and weather.</p> <p>To understand vocabulary for objects in the classroom and around the school.</p> <p>To match pictures and labels for animal names</p> <p>To use a few simple adjectives such as those related to size or colour.</p>	<p>Science:</p> <p>Magnets</p> <p>To explore the forces used by magnets on other magnets and magnetic materials.</p>	<p>R.M.E:</p> <p>Islam</p> <p>To explore stories from world religions and describe some of their key beliefs.</p> <p>To investigate places and artefacts to develop my knowledge of a world religion.</p> <p>To develop my understanding of key values of Islam and how they might be put into action in people's lives and communities.</p> <p>How followers of Islam demonstrate their beliefs through prayer, worship and special ceremonies.</p> <p>About the ways Muslims celebrate different times of the year and can relate these to my own life and community.</p> <p>To develop respect for others and my understanding of their beliefs and values.</p> <p>To become increasingly aware of my own beliefs and put them into action in positive ways.</p> <p>To understand that people's beliefs and values affects their actions.</p>
<p>Technologies</p> <p>Food for Thought</p> <p>To use a range of simple food preparation techniques when working with food.</p> <p>ICT</p> <p>iMovies</p> <p>To explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts.</p>	<p>Social Studies:</p> <p>Weather/Climate</p> <p>To use a range of instruments to measure and record the weather.</p> <p>To discuss how weather affects my life.</p> <p>To explore climate zones around the world.</p> <p>To compare climate zones and how climate affects living things.</p>	<p>Expressive Arts:</p> <p>Drama/Music</p> <p>To experience the energy and excitement of performing for audiences.</p> <p>To use movement, expression and voice when accepting roles.</p> <p>To express and communicate my ideas, thoughts and feeling through drama.</p> <p>To develop confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.</p> <p>To respond to the experience of drama by discussing my thoughts and feelings.</p> <p>To give and accept constructive comments on my own and other's work.</p> <p>Perform songs with enthusiasm, from a range of style and cultures, demonstrating a variety of basic singing techniques such as accurate pitch, good dictation and appropriate dynamics.</p>

