**Computing:**

**Programming and controlling**

This programming unit will teach children to create and debug algorithms. Children will use basic commands to move and draw and then further develop algorithms through the use of the ‘repeat’ command.

Children will develop problem-solving strategies, navigation and co-ordination skills.

**PE:**

Monday – Athletics (running, balancing and obstacle focus)

Wednesday – Bat and ball (kwik cricket)

**We are Explorers**

***‘Africa is a poor continent’***

Children will have the opportunity this term to investigate the following provocation. Children will know some of the countries within Africa and know some of the similarities and differences between Africa and Europe/ Africa and North Rigton.

**History**

* Children will learn about influential African figures nelson Mandela and Mo Farrah.
* Children will consider their importance on us today in England.

**Geography**

* Naming and locating the continents and oceans
* Exploring environmental similarities and differences between Africa and Europe
* Identifying the equator and which countries in Africa pass through it.

**Word Reading Y1:**

* apply phonic knowledge and skills as the route to decode words
* respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
* read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
* read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
* read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
* read other words of more than one syllable that contain taught GPCs
* read words with contractions, and understand that the apostrophe represents the omitted letter(s)

**Word Reading Y2:**

* continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
* read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
* read accurately words of two or more syllables that contain the same graphemes as above
* read words containing common suffixes
* read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
* read most words quickly and accurately, without overt sounding and blending , when they have been frequently encountered

**RE:**

What makes some places sacred to believers?

**English-**

**Narrative:** Class Texts: ‘Handa’s Surprise’ and ‘The Lion King’ by Disney.

* Description writing of settings and characters
* Retelling of a story from a different point of view
* Use of emotive language
* To plan, edit and improve

**Non-fiction:**

Recount writing:

* Write a first person recount using adverbs of time to aid sequencing and maintaining consistency in tense and person

Fact file:

* Writingn an African Savannah fact file using fact boxes and headings to organise.

**Poetry:**

* Creating songs in the form of African poetry.

**EGPS:**

* Prefixes
* Suffixes

**PSHE-**

**How do we show our feelings?**

* Within this unit we will recognise and name different feelings and how these can affect our bodies and how we behave. We will also understand that not everyone feels the same, at the same time or feels the same about the same things.

**How do we stay safe online?**

* In this unit, children learn about the potential dangers in the online world and what basic steps we all need to take in order to have positive digital experiences.

**Maths:**

* Number (including counting up to and beyond 100)
* Fractions
* Position and direction
* Time
* Weight/ volume
* Mass, capacity and temperature
* Fluency (instant recall)
* Reasoning (explaining why)
* Problem Solving (application of key skills)