

English

- Writing and sequencing instructions
- Writing information texts based on the Great Fire of London: drafting, editing and publishing the text
- Spelling, punctuation and grammar work
- Spellings – words with long vowel sounds, common exception words and words with the 'j' sound at the end of words spelt '-ge', '-dge'
- Capital letters and full stops.
- Making simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.
- Forming lower-case letters of the correct size relative to one another.
- Starting to use some of the diagonal and horizontal strokes needed to join letters and form lower-case letters of the correct size relative to one another.
- Using some of the diagonal and horizontal strokes needed to join letters.

History

- Great Fire of London – Key events, people, places and life in London in 1666.

Art

- Fire collages and painting (silhouettes)
- Using drawing and painting, both figurative and abstract, with pencil and watercolour paint.
- Using colour, pattern, texture, line, space and form.

Physical Education

- Static and dynamic balance.
- Control and rhythm in fire dancing.

National Curriculum

- Please click [here](#) for a link to the National Curriculum.

Science

- Uses of everyday materials - Identify and compare the suitability of everyday materials, find out how the shapes of some solid objects can be changed.
- Suitability of houses for the Great Fire of London.

Computing

- Multimedia - Use technology to create, organise, store, manipulate and retrieve digital content.

Religious Education

- The Christmas story.

PSHE

- Jigsaw - Celebrating Difference.

Music

- Exploring sounds and pulse.

Geography

- London in 1666 and 2018 - Identifying landmarks on aerial photos and maps, using compass directions and directional language to locate features.

Our Newbridge Journey

Our enquiry is:

How do we put on a show?

This means we will be learning about:

This means we will be learning about: the role of an actor, how to speak clearly and project our voices. The other roles and resources needed to perform a show.

The Key Skills we will be developing are:

- I am curious about new things and ask questions to find out more information.
- I can tell someone what I have learnt.
- I can play in different ways using my imagination.
- I can enjoy creating things.

Mathematics

- Addition and Subtraction of 2 digit numbers with and without exchanging
- Adding three 1 digit numbers
- Money – recognising coins and notes, counting in coins, finding totals and giving change
- Counting up and down in steps of 2, 3, 5 and 10 from a given number
- Multiplication – making equal groups, adding equal groups and making arrays

Design Technology

- Designing and making Tudor houses
- Designing purposeful, functional, appealing products for themselves and other users based on design criteria.
- Selecting from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics
- Evaluating ideas and products against design criteria.

Home Learning

- Daily Reading
- Weekly spellings
- Counting in 2s, 3s, 5s and 10s forwards & backwards
- Doodle Maths
- Doodle English

Drama

- Nativity rehearsals and performance

British Values

- Tolerance of other faiths and beliefs
- Responsibility and respect

Request for resources

- Please could you kindly send in any used cereal boxes or shoe boxes for the children to use during their DT lesson this term.