

**English using the text 'The Iron Man'**

- use descriptive language
- infer information about the characters using the text and summarise the text
- use a dictionary to find words
- use time words to extend sentences and write in paragraphs
- use an apostrophe accurately
- use pronouns in their work
- use non-fiction texts to find information and use headings in their work
- proof-read their work for sense, punctuation and word choice
- identify the elements of a story
- read examples of poetry
- identify the techniques used
- create their own poem in the style of those read

**Mathematics**

- add and subtract numbers with up to three-digit numbers, using formal written methods of columnar addition and subtraction.
- estimate the answer to a calculation and use inverse operations to check answers.
- solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.
- count from 0 in multiples of 4, 8, 50 and 100.
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- write and calculate mathematical statements for multiplication and division using the multiplication tables they know.
- solve problems, including missing number problems, involving multiplication and division.

**Science****Light**

Recognise that they need light in order to see things and that dark is the absence of light

Notice that light is reflected from surfaces

Find patterns in the way that the size of shadows change

Recognise that shadows are formed when the light from a light source is blocked by an opaque object

Use scientific language to communicate ideas and understanding, with support. Ask questions to be investigated scientifically and decide how to find answers

Consider what sources of information are needed to answer questions.

With support, use observations, measurements or other data to draw conclusions.

**Religious Education**

Investigate the symbolism of light in religions.

What does light mean to Christians?

Why is Diwali significant to Hindus?

How do Jews celebrate Hanukkah?

The symbolism of light and key events in the Christmas story. What can Christians learn from the people studied?

**Computing**

This will overview all subject areas as children research and present information.

They will record events using still photographs and film. Present information on a penny farthing.

**Geography**

How can cycling improve the environment?

Children will learn about the benefits of cycling to the environment.

What are the rules of the road? Use of cycle lanes and road signs.

How can I make and use maps and plans?

Children plan and carry out races and routes for their 'Tour de Ashton'

What is the 'Tour de France'? Children will research facts and figures, look at maps of

France and routes. places fit within a wider geographical context

**History**

How can I order events? Why do changes happen? How has technology improved?

Using secondary resources, children make careful observations and draw conclusions about developments of the bicycle and present findings in chronological order on a timeline.

What was the penny farthing?

**Modern Foreign Languages**

Nativity, numbers and animals. Children will learn vocabulary related to these topics through songs, rhymes, games-including ICT and role play. They will also learn about aspects of French culture.

**Music**

Christmas songs.

Rhythmic patterns.

Listen to and repeat patterns.

Create their own patterns in the style of what they have listened to.

**Physical Education**

Football

Gymnastics

**PSHSE**

Values: peace and love/compassion.

**How can we keep safe?**

Children will learn about the need for safety in different aspects of cycling including what to wear, keeping a bike in roadworthy condition and road rules.

Firework safety.