

	Literacy	Maths	Science	Topic Art, DT, Geography	RE	PE	PSHE PPA rotation	ICT
Week 1	<p>L.O To write about personal experiences.</p> <p>To write simple sentences and sentence-like structure about their Easter holiday. COLD TASK edit and improve all week using descriptive language for appearance feelings and setting.</p> <p>To use adjectives for description.</p> <p>Include new vocabulary drawn from listening to and talking about books.</p>	<p><u>Shape</u> L.O To recognise and name common 2-D shapes in different orientations and sizes.</p> <p>To recognise and name 3D shapes cube, cuboids, sphere, cylinder, cone and pyramid. Name 2D shapes hexagon, heptagon, pentagon. Suggested activity: sorting shapes identifying faces and vertices</p>	<p>L.O To write about personal experiences.</p> <p>To write simple sentences and sentence-like structure about their Easter holiday. COLD TASK edit and improve all week using descriptive language for appearance feelings and setting.</p> <p>To use adjectives for description.</p> <p>Include new vocabulary drawn from listening to and talking about books.</p>	<p><u>Shape</u> L.O To recognise and name common 2-D shapes in different orientations and sizes.</p> <p>To recognise and name 3D shapes cube, cuboids, sphere, cylinder, cone and pyramid. Name 2D shapes hexagon, heptagon, pentagon. Suggested activity: sorting shapes identifying faces and vertices</p>	<p>L.O To write about personal experiences.</p> <p>To write simple sentences and sentence-like structure about their Easter holiday. COLD TASK edit and improve all week using descriptive language for appearance feelings and setting.</p> <p>To use adjectives for description.</p> <p>Include new vocabulary drawn from listening to and talking about books.</p>	<p><u>Shape</u> L.O To recognise and name common 2-D shapes in different orientations and sizes.</p> <p>To recognise and name 3D shapes cube, cuboids, sphere, cylinder, cone and pyramid. Name 2D shapes hexagon, heptagon, pentagon. Suggested activity: sorting shapes identifying faces and vertices</p>	<p>L.O To write about personal experiences.</p> <p>To write simple sentences and sentence-like structure about their Easter holiday. COLD TASK edit and improve all week using descriptive language for appearance feelings and setting.</p> <p>To use adjectives for description.</p> <p>Include new vocabulary drawn from listening to and talking about books.</p>	<p><u>Shape</u> L.O To recognise and name common 2-D shapes in different orientations and sizes.</p> <p>To recognise and name 3D shapes cube, cuboids, sphere, cylinder, cone and pyramid. Name 2D shapes hexagon, heptagon, pentagon. Suggested activity: sorting shapes identifying faces and vertices</p>

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Week 2	<p><u>The Snail and the Whale</u> L.O. To know about and use question marks more consistently To write for different purposes.</p> <p>To use and/but to join clauses Use capital letters and full stops to demarcate sentence boundaries. To write from memory simple sentences dictated by the teacher. Suggested activities: To ask children to form questions about the book.</p>	<p><u>Number and Place Value</u> L.O To be able to say one more or one less than a number beyond 100.</p> <p>L.O To write numbers 1-20 in numerals and words (not necessarily spelt correctly).</p> <p>To count in multiples of 2s, 5s and 10s to 100.</p> <p>To say one more and one less than a given number.</p> <p>Suggested activities Teacher to write numbers in chn books, 1 more 1 less. Introduce spelling of numbers in starter.</p>	<p><u>The Snail and the Whale</u> L.O. To know about and use question marks more consistently To write for different purposes.</p> <p>To use and/but to join clauses Use capital letters and full stops to demarcate sentence boundaries. To write from memory simple sentences dictated by the teacher. Suggested activities: To ask children to form questions about the book.</p>	<p><u>Number and Place Value</u> L.O To be able to say one more or one less than a number beyond 100.</p> <p>L.O To write numbers 1-20 in numerals and words (not necessarily spelt correctly).</p> <p>To count in multiples of 2s, 5s and 10s to 100.</p> <p>To say one more and one less than a given number.</p> <p>Suggested activities Teacher to write numbers in chn books, 1 more 1 less. Introduce spelling of numbers in starter.</p>	<p><u>The Snail and the Whale</u> L.O. To know about and use question marks more consistently To write for different purposes.</p> <p>To use and/but to join clauses Use capital letters and full stops to demarcate sentence boundaries. To write from memory simple sentences dictated by the teacher. Suggested activities: To ask children to form questions about the book.</p>	<p><u>Number and Place Value</u> L.O To be able to say one more or one less than a number beyond 100.</p> <p>L.O To write numbers 1-20 in numerals and words (not necessarily spelt correctly).</p> <p>To count in multiples of 2s, 5s and 10s to 100.</p> <p>To say one more and one less than a given number.</p> <p>Suggested activities Teacher to write numbers in chn books, 1 more 1 less. Introduce spelling of numbers in starter.</p>	<p><u>The Snail and the Whale</u> L.O. To know about and use question marks more consistently To write for different purposes.</p> <p>To use and/but to join clauses Use capital letters and full stops to demarcate sentence boundaries. To write from memory simple sentences dictated by the teacher. Suggested activities: To ask children to form questions about the book.</p>	<p><u>Number and Place Value</u> L.O To be able to say one more or one less than a number beyond 100.</p> <p>L.O To write numbers 1-20 in numerals and words (not necessarily spelt correctly).</p> <p>To count in multiples of 2s, 5s and 10s to 100.</p> <p>To say one more and one less than a given number.</p> <p>Suggested activities Teacher to write numbers in chn books, 1 more 1 less. Introduce spelling of numbers in starter.</p>

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Week 3	<p><u>The Snail and the Whale</u> L.O To use capital letters for some proper nouns and for the pronoun 'I'. Children make simple inferences based on knowledge of the text. To articulate responses to questions, speaking in sentences. To join ideas using and/ because.</p>	<p><u>Addition</u> L.O To add one-digit and two-digit numbers to 20 (including number bonds) To represent and use number bonds and related subtraction facts within 20 (using concrete objects or pictorial representations). To begin to know bonds of all numbers to 20 (using concrete objects or pictorial representations). To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	<p><u>The Snail and the Whale</u> L.O To use capital letters for some proper nouns and for the pronoun 'I'. Children make simple inferences based on knowledge of the text. To articulate responses to questions, speaking in sentences. To join ideas using and/ because.</p>	<p><u>Addition</u> L.O To add one-digit and two-digit numbers to 20 (including number bonds) To represent and use number bonds and related subtraction facts within 20 (using concrete objects or pictorial representations). To begin to know bonds of all numbers to 20 (using concrete objects or pictorial representations). To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	<p><u>The Snail and the Whale</u> L.O To use capital letters for some proper nouns and for the pronoun 'I'. Children make simple inferences based on knowledge of the text. To articulate responses to questions, speaking in sentences. To join ideas using and/ because.</p>	<p><u>Addition</u> L.O To add one-digit and two-digit numbers to 20 (including number bonds) To represent and use number bonds and related subtraction facts within 20 (using concrete objects or pictorial representations). To begin to know bonds of all numbers to 20 (using concrete objects or pictorial representations). To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	<p><u>The Snail and the Whale</u> L.O To use capital letters for some proper nouns and for the pronoun 'I'. Children make simple inferences based on knowledge of the text. To articulate responses to questions, speaking in sentences. To join ideas using and/ because.</p>	<p><u>Addition</u> L.O To add one-digit and two-digit numbers to 20 (including number bonds) To represent and use number bonds and related subtraction facts within 20 (using concrete objects or pictorial representations). To begin to know bonds of all numbers to 20 (using concrete objects or pictorial representations). To add and subtract one-digit and two-digit numbers to 20, including zero. To solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>

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Week 4	<p><u>The Snail and the Whale</u></p> <p>L.O To use some interesting descriptive language used; e.g. appearance, feelings, characters and settings. To use some expanded noun phrases for description.</p>	<p><u>Subtraction</u></p> <p>L.O To subtract one-digit and two-digit numbers using concrete objects</p> <p>To subtract one-digit and two-digit numbers to 20, including zero.</p> <p>To solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	<p><u>The Snail and the Whale</u></p> <p>L.O To use some interesting descriptive language used; e.g. appearance, feelings, characters and settings. To use some expanded noun phrases for description.</p>	<p><u>Subtraction</u></p> <p>L.O To subtract one-digit and two-digit numbers using concrete objects</p> <p>To subtract one-digit and two-digit numbers to 20, including zero.</p> <p>To solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	<p><u>The Snail and the Whale</u></p> <p>L.O To use some interesting descriptive language used; e.g. appearance, feelings, characters and settings. To use some expanded noun phrases for description.</p>	<p><u>Subtraction</u></p> <p>L.O To subtract one-digit and two-digit numbers using concrete objects</p> <p>To subtract one-digit and two-digit numbers to 20, including zero.</p> <p>To solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	<p><u>The Snail and the Whale</u></p> <p>L.O To use some interesting descriptive language used; e.g. appearance, feelings, characters and settings. To use some expanded noun phrases for description.</p>	<p><u>Subtraction</u></p> <p>L.O To subtract one-digit and two-digit numbers using concrete objects</p> <p>To subtract one-digit and two-digit numbers to 20, including zero.</p> <p>To solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>

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Week 5	<p><u>Non-fiction unit</u> L.O:To write for different purposes (narratives). To write sentences which are sequenced to form short narratives. Mostly grammatical accurate sentences, sequenced to form short narratives. Suggested activity: Fact file about whales. cold task.</p>	<p><u>Money</u> <u>Addition and Subtraction</u> L.O To recognise the value of different coins and notes.</p> <p>To recognise the value of different denominations of coins and notes (NOT conversion at this stage).</p> <p>To represent and use number bonds and related subtraction facts within 20 (using concrete objects or pictorial representations).</p> <p>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	<p><u>Non-fiction unit</u> L.O:To write for different purposes (narratives). To write sentences which are sequenced to form short narratives. Mostly grammatical accurate sentences, sequenced to form short narratives. Suggested activity: Fact file about whales. cold task.</p>	<p><u>Money</u> <u>Addition and Subtraction</u> L.O To recognise the value of different coins and notes.</p> <p>To recognise the value of different denominations of coins and notes (NOT conversion at this stage).</p> <p>To represent and use number bonds and related subtraction facts within 20 (using concrete objects or pictorial representations).</p> <p>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	<p><u>Non-fiction unit</u> L.O:To write for different purposes (narratives). To write sentences which are sequenced to form short narratives. Mostly grammatical accurate sentences, sequenced to form short narratives. Suggested activity: Fact file about whales. cold task.</p>	<p><u>Money</u> <u>Addition and Subtraction</u> L.O To recognise the value of different coins and notes.</p> <p>To recognise the value of different denominations of coins and notes (NOT conversion at this stage).</p> <p>To represent and use number bonds and related subtraction facts within 20 (using concrete objects or pictorial representations).</p> <p>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	<p><u>Non-fiction unit</u> L.O:To write for different purposes (narratives). To write sentences which are sequenced to form short narratives. Mostly grammatical accurate sentences, sequenced to form short narratives. Suggested activity: Fact file about whales. cold task.</p>	<p><u>Money</u> <u>Addition and Subtraction</u> L.O To recognise the value of different coins and notes.</p> <p>To recognise the value of different denominations of coins and notes (NOT conversion at this stage).</p> <p>To represent and use number bonds and related subtraction facts within 20 (using concrete objects or pictorial representations).</p> <p>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>

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Week 7	<p><u>Poetry</u></p> <p>To write for different purposes To write down key words, including some new vocabulary. To be able to answer simple questions/find information in response to a direct question. To use capital letters and full stop to demarcate sentence boundaries. To use and to join words and clauses. To use features of non-fiction in writing.</p>	<p><u>Number and Fractions</u></p> <p>L.O To recognise, find and name a quarter as one of four equal parts of an object, shape or a quantity using concrete objects.</p> <p>To count beyond 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>To be able to say one more or one less than a number beyond 100.</p> <p>To count in multiples of 2s, 5s and 10s to 100.</p> <p>To write numbers 1-20 in numerals and words (not necessarily spelt correctly).</p>	N/A	<p><u>DT/Literacy</u></p> <p>To write for different purposes (instructions).</p> <p>To select from a range of tools and equipment to cut, shape, join and finish.</p> <p>To evaluate ideas.</p> <p>To write for different purposes.</p> <p>Suggested Activities: Make stomp rockets. Stomp rocket experiment. Write up experiment.</p>	<p><u>Symbols (1.5)</u></p> <p>How and why symbols express religious meaning.</p> <p>What is there in the mosque to help people to pray e.g wudu (ablutions) area, Qiblah wall and Mihrab to show direction of prayer.</p>	<p><u>Athletics</u></p> <p>To develop balance, agility and co-ordination. (One session Led by Premier Sports coach)</p> <p><u>Sports day</u></p> <p>Preparation for sports day with class teacher.</p> <p>Dance with Miss Flowers</p>	N/A	N/A

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Week 8	<p><u>Lila and the Rain</u></p> <p>L.O To write for different purposes .</p> <p>To use descriptive language.</p> <p>To use appropriate vocabulary.</p>	<p><u>Number and Place Value</u></p> <p>L.O. To begin to understand place value.</p> <p>To count beyond 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>To be able to say one more or one less than a number beyond 100.</p> <p>To count in multiples of 2s, 5s and 10s to 100.</p> <p>To say one more and one less than a given number.</p> <p>To write numbers 1-20 in numerals and words (not necessarily spelt correctly).</p>	<p><u>Plants</u></p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	N/A	<p>Continue from last week</p> <p><u>Symbols (1.5)</u></p> <p>How and why symbols express religious meaning.</p>	<p><u>Athletics</u></p> <p>To develop balance, agility and co-ordination. (One session Led by Premier Sports coach)</p> <p><u>Sports day</u></p> <p>Preparation for sports day with class teacher.</p> <p>Dance with Miss Flowers</p>	<p><u>Finding Nemo</u></p> <p>What did Nemo do that was wrong? How do you think dad felt? Why? What should Nemo do? Why is it important that we listen to our grown ups and follow instructions at all times? What do you think Nemo's dad was worried about?</p>	N/A

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Week 9	<p>To write for different purposes (poetry).</p> <p>To use descriptive language.</p> <p>To use appropriate vocabulary.</p>	<p><u>Addition and Subtraction</u></p> <p>To begin to know bonds of all numbers to 20 (using concrete objects or pictorial representations).</p> <p>To add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	<p><u>Plants</u></p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	N/A	<p><u>Symbols (1.5)</u></p> <p>How and why symbols express religious meaning.</p> <p>Find out why Christians and Muslims people choose to go to places of worship.</p>	<p><u>Athletics</u></p> <p>To develop balance, agility and co-ordination. (One session Led by Premier Sports coach)</p> <p><u>Sports day</u></p> <p>Preparation for sports day with class teacher.</p> <p>Dance with Miss Flowers</p>	<p>Continue from last week</p> <p>What did Nemo do that was wrong? How do you think dad felt? Why? What should Nemo do? Why is it important that we listen to our grown ups and follow instructions at all times? What do you think Nemo's dad was worried about?</p>	N/A
Week 10	<p><u>Enrichment week</u></p> <p>To use capital letters and full stops to demarcate sentence boundaries.</p> <p>To use and/but to join clauses.</p>	<p><u>Position and Direction</u></p> <p>L.O To describe position and use positional language.</p> <p>To know the vocabulary "left" and "right"</p> <p>To describe position, direction and movement using the term "whole" and "half" turns practically.</p> <p>To use terms such as "quarter" and "three quarter" turns</p>	N/A	<p><u>Holidays</u></p> <p><u>Geography</u></p> <p>To compare contrasting locations.</p> <p>To identify seasonal and daily weather patterns of hot and cold areas.</p> <p>To use basic vocabulary to refer to: physical features e.g. beech, cliff, forest, mountain and key human features e.g. city, town, farm, factory.</p>	<p><u>Symbols (1.5)</u></p> <p>How and why symbols express religious meaning.</p> <p>Find out about a range of activities that take place in Christian worship; prayer, singing, music, holy communion, reading the bible, sermon, giving money. Does anything similar happen in the mosque?</p>	<p><u>Athletics</u></p> <p>To develop balance, agility and co-ordination. (One session Led by Premier Sports coach)</p> <p><u>Sports day</u></p> <p>Preparation for sports day with class teacher.</p> <p>Dance with Miss Flowers</p>	<p><u>I will take you to Mrs Cole</u></p> <p>Look at the power-point How would you feel about Mrs Cole? How did the characters' feelings change throughout the story? Should we judge people by their appearance and possessions? What is the story trying to teach us?</p>	<p><u>1.4 We are collectors</u></p> <p>To understand what algorithms are.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of technology beyond school.</p> <p>To use technology safely and respectfully.</p>

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Week 11	<p><u>Lila and the Rain</u></p> <p>L.O To write sentences which are sequenced to form short narratives</p> <p>To show some use of question marks and exclamation marks.</p> <p>To use and/but to join clauses.</p>	<p><u>Multiplication and Division</u></p> <p>To group objects into 2,5,or 10 to aid counting.</p> <p>To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>To recognize patterns of numbers in x2, x10, x5.</p>	N/A	<p><u>Holidays</u></p> <p>To compare contrasting locations.</p> <p>To identify seasonal and daily weather patterns of hot and cold areas.</p> <p>To use basic vocabulary to refer to: physical features e.g. beech, cliff, forest, mountain and key human features e.g. city, town, farm, factory.</p>	<p><u>Symbols (1.5)</u></p> <p>How and why symbols express religious meaning.</p> <p>Find out how symbols and actions are used to aid prayer in churches and mosques. Demonstrate and link the actions to some key words and beliefs.</p>	<p><u>Athletics</u></p> <p>To develop balance, agility and co-ordination. (One session Led by Premier Sports coach)</p> <p><u>Sports day</u></p> <p>Preparation for sports day with class teacher.</p> <p>Dance with Miss Flowers</p>	<p>Continue from last week.</p> <p><u>I will take you to Mrs Cole</u></p> <p>Look at the powerpoint How would you feel about Mrs Cole? How did the characters' feelings change throughout the story? Should we judge people by their appearance and possessions? What is the story trying to teach us?</p>	<p><u>1.4 We are collectors</u></p> <p>To understand what algorithms are.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of technology beyond school.</p> <p>To use technology safely and respectfully.</p>
Week 12	<p><u>Transition Text: To be confirmed</u></p> <p>To write for different purposes (narratives).</p> <p>To write sentences which are sequenced to form short narratives.</p> <p>Mostly grammatical accurate sentences, sequenced to form short narratives.</p> <p>Writing includes some interesting descriptive language used; e.g. appearance, feelings, characters and settings.</p>	<p><u>Time</u></p> <p>To use everyday language to compare, describe and solve practical problems for time for example, quicker, slower, earlier and later.</p> <p>To measure and begin to record time (hours, minutes, seconds).</p> <p>To know the names of the seasons.</p> <p>To know the names and sequence of the months.</p> <p>To tell the time to the hour and half past the hour and begin to draw the hands on a clock face to show these times.</p>	N/A	<p><u>Holidays</u></p> <p>History</p> <p>To recognise changes within living memory.</p> <p>To understand historical concepts such as continuity</p> <p>Suggested activities: Compare pictures of the seaside now and then. Compare seaside activities now and then. Postcard from the past.</p>	<p>Continue from last week</p> <p><u>Symbols (1.5)</u></p> <p>How and why symbols express religious meaning.</p>	<p><u>Athletics</u></p> <p>To develop balance, agility and co-ordination. (One session Led by Premier Sports coach)</p> <p><u>Sports day</u></p> <p>Preparation for sports day with class teacher.</p> <p>Dance with Miss Flowers</p>	<p><u>Squash and a squeeze</u></p> <p>Look at the two images: one of a small mud hut in Kenya and one of a mansion in Kenya. Chn to individually consider their thoughts. Then read the book 'A Squash and a Squeeze' (via the powerpoint).</p>	<p><u>1.4 We are collectors</u></p> <p>To understand what algorithms are.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of technology beyond school.</p> <p>To use technology safely and respectfully.</p>

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Week 13	<p><u>Transition Text: To be confirmed</u> To write for different purposes (narratives).</p> <p>To write sentences which are sequenced to form short narratives.</p> <p>Mostly grammatical accurate sentences, sequenced to form short narratives.</p> <p>Writing includes some interesting descriptive language used; e.g. appearance, feelings, characters and settings.</p>	<p><u>Addition, Subtraction and Money</u> To represent and use number bonds and related subtraction facts within 20 (using concrete objects or pictorial representations).</p> <p>To begin to know bonds of all numbers to 20 (using concrete objects or pictorial representations).</p> <p>To add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.</p>	N/A	<p><u>Holidays</u> History To recognise changes within living memory. To understand historical concepts such as continuity</p> <p>Suggested activities: Compare pictures of the seaside now and then. Compare seaside activities now and then. Postcard from the past.</p>	<p><u>Symbols (1.5)</u> How and why symbols express religious meaning.</p> <p>Possible trip to local Church or Mosque.</p>	<p><u>Athletics</u> To develop balance, agility and co-ordination. (One session Led by Premier Sports coach)</p> <p><u>Sports day</u> Preparation for sports day with class teacher.</p> <p>Dance with Miss Flowers</p>	<p>Continue from last week. <u>Squash and a squeeze</u> Look at the two images: one of a small mud hut in Kenya and one of a mansion in Kenya. Chn to individually consider their thoughts. Then read the book 'A Squash and a Squeeze' (via the powerpoint).</p>	<p><u>1.4 We are collectors</u> To understand what algorithms are.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of technology beyond school.</p> <p>To use technology safely and respectfully.</p>