


<p style="text-align: center;"><u>English</u></p> <ul style="list-style-type: none"> • Factual writing through science for return to school week based on children's interest in pets. Writing an argument.. • Using factual texts and resources and writing for an audience with sub-headings and paragraphs. • CLPE : three week block of work on Moth by Isabel Thomas. • Persuasive writing outcome. 	<p style="text-align: center;"><u>Maths</u></p> <ul style="list-style-type: none"> • Multiplication and Division: recap from lockdown work - checking understanding and levels and correcting any misunderstandings. • Measure: covering year 2 introduction to cover missed work in lockdown 1 and moving on to NCTEM steps for KS2. 	<p style="text-align: center;"><u>Active Learning: PE</u></p> <p>Outdoor games (Football with Ryan)</p> <p style="text-align: center;"><u>Geography</u></p> <p>Stone Age to Iron Age - how our local landscape changed.</p> <p style="text-align: center;"><u>RE</u></p> <p>Christianity - The Story of Easter</p>
<p style="text-align: center;"><u>Science -</u></p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<p style="text-align: center;"> <u>Weasel Class</u></p> <p style="text-align: center;"><u>Homework</u></p> <p>Reading books, Spellings, Times Table Rockstars and Prodigy Maths.</p>	<p style="text-align: center;"><u>Computing</u> <u>How the Internet Works</u></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p style="text-align: center;"><u>DT</u></p> <p>Making Celtic roundhouses using a variety of materials.</p>