

<p style="text-align: center;"><u>English</u></p> <p style="text-align: center;"><u>Cherry Moon - Little Poems Big Ideas</u> <u>by Zaro Weil</u></p> <ul style="list-style-type: none"> • Purpose of poetry • Writing and performing poetry • Poetry journal • Identifying poetic language and devices • Reading comprehension skills • Writing for purpose 	<p style="text-align: center;"><u>Maths</u></p> <ul style="list-style-type: none"> • Ready to Progress maths - Beginning to look at maths knowledge needed for Year 5. <ul style="list-style-type: none"> o Number and Place Value o 4 Operations <p style="text-align: center;"><u>PHSE</u></p> <p>Return to school - how does it make us feel? International Women's Day</p>	<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 - Plants</u></p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants. • explore the requirements of plants for life and growth 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>DT</u></p> <p>Making Celtic roundhouses using a variety of materials.</p>	<div data-bbox="904 730 1332 938" data-label="Image"> </div> <p style="text-align: center;"><u>Homework</u></p> <p>Reading books, Spellings, Times Table Rockstars</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>