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| <p>Responsibility</p> <p>We are responsible for choosing our learning and ensuring we complete our 'must do' jobs. We will develop our curiosity through investigating materials in Science and through exploring events from History. We will be developing the children's questioning skills to extend their curiosity.</p> |   | <p>Resilience</p> <p>We will develop our resilience by approaching all learning tasks with our best effort. When choosing challenges we will learn that we only make progress by making mistakes.</p> |
| <p>Co-operation</p> <p>We will work cooperatively in PE and in our everyday learning. We will work with a talk partner to develop our ideas. We will also be developing our independence skills through making learning choices and challenges.</p> | | <p>Respectful</p> <p>We will show respect by listening to others, face to face and through stories thinking about feelings and emotions. Through our Learning for Life curriculum we will talk about kind words/hands and how to deal with conflict in the best way.</p> |
| <p>As mathematicians</p> | <p>As mathematicians, we will be developing our number knowledge by exploring addition and subtraction. We will be completing lots of open-ended problems and learning about fact families. We will also be learning about weight.</p> | |
| <p>As readers and writers</p> | <p>As readers and writers, we will be looking at the story Whatever Next and using this to develop our punctuation (finger spaces, full stops and capital letters). We will be focusing on reading back our own work to check it. With our text Blown Away we will be developing our punctuation skills further and begin to add more adjectives to our writing.</p> | |
| <p>As scientists</p> | <p>As scientists, we will be investigating materials. We will be grouping and sorting, investigating how waterproof they are and using materials for different purposes.</p> | |
| <p>As historians</p> | <p>As historians, we will be talking about Guy Fawkes and his story.</p> | |
| <p>As computing experts</p> | <p>As computing experts, we will be developing our understanding on handling data using a computer.</p> | |
| <p>As designers</p> | <p>As designers we will design, make, evaluate and improve products through our independent learning. We will be exploring moving pictures and how to make the mechanisms work. We will also be creating our own flying objects, such as kites, parachutes and planes.</p> | |
| <p>As artists</p> | <p>As artists, we will continue to explore tints and colour mixing in our independent learning.</p> | |
| <p>As musicians</p> | <p>As musicians we will explore pitch and understand the relationship between pulse and rhythm.</p> | |
| <p>As athletes</p> | <p>As dancers we will develop our skills at putting together a sequence of movements in time to the music and moving to how the music makes us feel. As athletes, we will be continuing to develop our attacking and defending skills.</p> | |
| <p>As religious experts</p> | <p>As religious experts, we will learn about Judaism and talk about Jewish festivals. We will also be exploring the Christmas story.</p> | |
| <p>As woodland explorers</p> | <p>As woodland explorers we will learn about common British wildlife and know how they are suited to their habitats.</p> | |
| <p>Library</p> | <p>In our library time we will learn about basic features of a fiction books. We will also be identifying features that we like and dislike about books in order to write book reviews.</p> | |