

### Art

We will be focussing on the work of William Morris to explore:

- Observational drawings using tone and shade
- Using collage to create patterns

Also exploring sculpture by:

- Making Arabian clay pots.



### PE

Gymnastics: Pathways  
Games: Group games and inventing rules



### Maths

Fractions  
Data Handling  
Capacity  
Time  
Addition and Subtraction  
Multiplication and Division



### English

Read and retell traditional tales. After reading and learning the story of Ali Baba and the Forty Thieves the children will write a newspaper report about it.

### Speaking and listening:

Tell real and imagined stories using story language. Use puppets, small world and other props.

Role play: Cave / News room

### History

Learn about changes within living memory.

### PSHE

We will be talking about 'Communication' and how important it is to listen to each other and respect people's opinions.

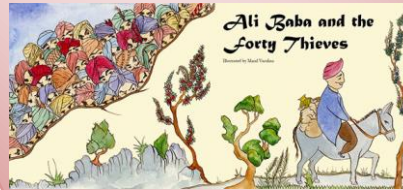


### RE

We will be looking at leaders and teachers in religion i.e. Dalai Lama and Ghandi.



## Ali Baba and the Forty Thieves



Spring 2



### Geography

We will be exploring geographical similarities and differences between houses that we live in and houses in the middle east.

We will be looking at geographical vocabulary for human features.

### DT

We will be looking at traditional Middle Eastern food e.g. hummus, falafels, baklava and considering which crops they are from. We will be creating a healthy plate and looking at the importance of a healthy and varied diet.



### Conventions of the Rights of the Child

We will be looking at the right to be healthy through our DT work.

### Music

We will be exploring 'Beats'. Using simple notations to play and create rhythms using body percussion and instruments.



### Computing - We are Researchers

PowerPoint Presentations and sorting/collecting data



### Science

We will be investigating how plants and bulbs by testing the conditions required for a healthy plant growth.



**Fabulous Finish** - Middle Eastern inspired craft activities.