

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENGLISH	<p>Text: Narrative The Gruffalo *Watch DVD of the Gruffalo (<i>Discussion and powerpoint quiz</i>) *The Gruffalo Reading Comprehension-2 Days (TES-Gruffalo resources) *Detailed Character Description-focus on appearance and personality *Editing and improving work with partner * Gruffalo Riddle.</p> <p><u>Word level-</u> Adjectives, verbs, adverbs-Pronouns</p> <p><u>Sentence Level-</u> Using subordination: when, if, that, because & coordination: or, and, but Comprehension, reading test paper and guided reading.</p>	<p>Text: Narrative The Gruffalo *Writing a letter to a friend as the mouse. *Book review *Creating own creature writing a non-chronological report/ information text.</p> <p><u>Word level-</u> Suffixes: ness, ment, ful, less, ly.</p> <p><u>Sentence level-</u> Correct present and past tense use. Comprehension, test paper and Guided Reading.</p>	<p>Text; Narrative The Gruffalo *Children to plan, write and edit own Gruffalo stories.</p> <p><u>Word level-</u> Suffixes and prefixes Common exception words</p> <p><u>Sentence level-</u> Correct present and past tense use. Using different sentences in writing (command, question, exclamation, statement)</p> <p><u>Punctuation-</u> Using capital letters, full stops, commas, exclamation marks, question marks and speech marks. Comprehension, reading test paper, and Guided Reading.</p>	<p>Text; nonfiction Snakes *Research and find out facts about snakes. Record information gathered in a spider diagram under following headings (appearance, diet, habitat, behaviour, WOW facts). *To write non-chronological report. *To peer assess, edit and improve work.</p> <p><u>Word level-</u> Contractions and possessive apostrophes <u>Sentence level-</u> Using different sentences in writing (command, question, exclamation, statement) <u>Punctuation-</u> Using capital letters, full stops, commas, exclamation marks, question marks and speech marks. Comprehension, reading test paper, Guided read</p>	<p>Text: Revision; SPAG, Spellings, reading comprehension <u>Sentence/punctuation</u> Using subordination when, if, that, because and coordination or, and, but. <u>Apostrophes to mark</u> where letters are missing in spelling. Comprehension and Guided Reading.</p>	<p>Text: 'I need my monster'/ Monsters Inc- *Create own monster using plasticine and write a description *Working in small groups create a story box.</p> <p><u>Word level-</u> Rhyming words Comprehension and Guided Reading.</p> <p>SATs tests</p>

MATHS
Revision
 See
exemplifications

To count in steps of 2,3,5 from 0 and count in tens from any number on and back. Recall multiplication and division facts. Look at arithmetic test paper 2.

Number and Place Value.
 Recognise place value in a 2 digit number.
 To compare and order numbers from 0 to 100 using < >
 To identify, represent and estimate numbers using different representation, including the number line, for both addition and subtraction.
 To read and write numbers to 100 in numerals and words.
 To use place value and number facts to solve problems.

Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies.
 To solve problems with addition and subtraction

To read and write numbers to 100 in numbers and words. To recall addition and subtraction facts to 20. Recall multiplication and division facts. Look at arithmetic test paper 3.

Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies.
 To solve problems with addition and subtraction.
 To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
 To add and subtract using concrete objects, pictorial representations, and mentally including a two digit number

To count in steps of 2,3,5 from 0 and count in tens from any number on and back. Recall multiplication and division facts. Look at Reasoning test paper 1.

Multiplication and division, repeated addition, repeated subtraction, arrays, grouping and using times tables facts.
 To recognise and use the inverse relationship between multiplication and division calculations.
 To show that multiplication of two numbers can be done in any order but division cannot.
 To solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

Solving problems by gathering data and representing in tallies, tables, pictograms and

To read and write numbers to 100 in numbers and words. To recall addition and subtraction facts to 20. Recall multiplication and division facts. Look at reasoning test paper 2.

Geometry: properties of 3D and 2D shapes.
 To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line and right angles.
 To identify the properties of 3D shapes including the number of edges, vertices and faces, nets.
 To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder.
 Rotation clockwise and anticlockwise.

Fractions: finding fractions of quantities, shapes and sets of objects.
 To find a fraction of a given number. To find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$ of a given number and to show

To read and write numbers to 100 in numbers and words. To recall addition and subtraction facts to 20. Recall multiplication and division facts. Look at reasoning test paper 2.

Geometry: properties of 3D and 2D shapes.
 To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line and right angles.
 To identify the properties of 3D shapes including the number of edges, vertices and faces, nets.
 To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder.
 Rotation clockwise and anticlockwise.

Fractions: finding fractions of quantities, shapes and sets of objects.
 To find a fraction of a given number. To find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$ of a given number and to show

SATS WEEK
Revision; Number, place value, shape, measure, symmetry, mental calculations
Arithmetic Papers and Reasoning papers

	<p>using concrete objects, pictorial representations, including those involving numbers, quantities and measures.</p> <p>Measures: length, mass (weight) capacity and money.</p> <p>Choose and use standard units to measure weight and temperature, compare and order using < > = signs.</p>	<p>and ones; a two digit number and tens; two two digit numbers, adding three one digit numbers.</p> <p>To show addition can be done in any order but subtraction cannot.</p> <p>Measures: length, mass (weight) capacity and money.</p> <p>Problems to include money, to recognise and use symbols for £ and p. Combine amounts to make a particular value, and giving change.</p>	<p>block diagrams.</p> <p>To interpret and construct simple pictograms, tally charts, block diagrams and tables. Ask and answer questions by counting the number of objects in each category and sorting the categories by quantity. To ask and answer questions about totalling and compare categorical data.</p>	<p>working out to find the answer.</p>	<p>working out to find the answer.</p>	
--	--	--	---	--	--	--

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
ART Picture This	Use view finders walk around school looking at different aspects, near to and far away. Using a picture frame draw what we can see inside in detail.	Visualise a whole image from a given part, ie a photograph. Make a pencil drawing using visual clues from the image.	Visualise a whole image from a given part, ie a photograph. Make a drawing or painting using visual clues from the image.	Record and explore ideas from investigation. Look at comic strips. Give different images, children to draw what happens before and after the image was taken. Look for visual clues. Is it appropriate to include text or speech bubbles.	Children are to continue working on their own comic strip from last week.	Children are to complete and present their comic strip. Children give feedback, then child to evaluate their own work.
Art SKILLS	Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.	Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.	Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Control the types of marks made with the range of media.	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lighten and darken without the use of black or white.	Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lighten and darken without the use of black or white.	Discuss own work and others work, expressing thoughts and feelings.
Computing Data	<ul style="list-style-type: none"> Develop different criteria and create own pictograms 	<ul style="list-style-type: none"> Use a simple graphing package to record information - 	<ul style="list-style-type: none"> Use ICT to edit and change the information quickly. Talk about how 	<ul style="list-style-type: none"> Save , retrieve and amend their work Use a graphs to create and 	<ul style="list-style-type: none"> Understand the difference between questions and answers 	Use a branching database to identify objects using yes or no questions

		add labels and numbers as appropriate	ICT helps them to organise their information	answer questions	<ul style="list-style-type: none"> Ask questions that comply with the rule that it can only have a yes or no answer 	
Computing Skills	Use a simple graphing package to record information - add labels and numbers as appropriate	<ul style="list-style-type: none"> Use ICT to edit and change the information quickly. Talk about how ICT helps them to organise their information 	<ul style="list-style-type: none"> Use ICT to edit and change the information quickly. Save , retrieve and amend their work 	<ul style="list-style-type: none"> Develop different criteria and create own pictograms 	<ul style="list-style-type: none"> Understand the difference between questions and answers Ask questions that comply with the rule that it can only have a yes or no answer <p>Use a branching database to identify objects using yes or no questions</p>	<ul style="list-style-type: none"> Understand the difference between questions and answers Ask questions that comply with the rule that it can only have a yes or no answer <p>Use a branching database to identify objects using yes or no questions</p>
Geography The World: Hot and Cold, Africa and Alaska.	Identify hot and cold places in the world using atlases. Where are they in relation to the equator? List hot and cold countries.	Identify simple differences in landscape in hot and cold places. New vocabulary and sorting activity.	Identify the continent of Africa and explain what this means. Children are to look at countries that make up Africa. Look at landscape, climate people who	Identify the continent of Africa and explain what this means. Children are to look at countries that make up Africa. Look at landscape, climate people who	Identify Alaska on a map. Which continent is it in? Where is it in relation to the equator? Look at climate, landscape people who live there etc.	Compare and contrast similarities and differences between Africa and Alaska. Where would the children prefer to visit and why?

			live there etc. BBC Bitesize KS1 geography. Timetoteach.co.uk Africa powerpoint tes.	live there etc. BBC Bitesize KS1 geography. Timetoteach.co.uk Africa powerpoint tes.	Timeforkids.com around the world.	
Geography skills.	Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.	Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.	Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.	Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.
Library	TBAT use listings to find information <i>(Ma Link) TV listings</i>	TBAT use listings to find information <i>(Ma Link) TV listings</i>	TBAT use listings to find information <i>LIT link Telephone directory listings</i>	TBAT use listings to find information <i>LIT link Telephone directory listings</i>	Look at a picture and poster, what information does it tell us? Discuss, children to answer questions.	Look at a picture and poster, what information does it tell us? Discuss, children to answer questions.
Music Friendship Song Charanga	Listen and appraise friendship song and other songs about friendship. Warm up games. Learn to sing the song and perform the song.	Listen and appraise friendship song and other songs about friendship. Warm up games. Play instruments, glockenspiels.	Listen and appraise friendship song and other songs about friendship. Warm up games. Play instruments, glockenspiels.	Listen and appraise friendship song and other songs about friendship. Warm up games. Play instruments recorders.	Listen and appraise friendship song and other songs about friendship. Warm up games. Play instruments recorders.	Listen and appraise friendship song and other songs about friendship. Warm up games. Play instruments perform and appraise.

	understanding of values, for example honesty, tolerance, respect and concern for others.	understanding of values, for example honesty, tolerance, respect and concern for others.	understanding of values, for example honesty, tolerance, respect and concern for others.	understanding of values, for example honesty, tolerance, respect and concern for others.	understanding of values, for example honesty, tolerance, respect and concern for others.	understanding of values, for example honesty, tolerance, respect and concern for others.
P.E. (Games1) Skills Sports Coach.	I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules. I can show how to exercise safely. I can describe how my body feels during different activities.	I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules. I can show how to exercise safely. I can describe how my body feels during different activities.	I can hit a ball with a bat. I can throw in different ways. I can use hitting, kicking and/or rolling in game. I can follow rules.	I can hit a ball with a bat. I can throw in different ways. I can use hitting, kicking and/or rolling in game. I can follow rules.	Pupils should be taught to participate in team games, developing simple tactics from attacking and defending.	Pupils should be taught to participate in team games, developing simple tactics from attacking and defending.
R.E. Who is Jewish and what do they believe?	That many people have objects in their home that are 'precious' to them and that these can be linked to religion To recognise objects that can	What some of the words inside a mezuzah mean That Jewish people believe in one God Why a mezuzah is put on the doorposts of	Why Jewish people celebrate Shabbat How Jewish people welcome Shabbat on a Friday night How Jewish people both rest	The story of Chanukah Jewish practices at Chanukah How Jewish practices at Chanukah help Jews to reflect on important	The story of Chanukah Jewish practices at Chanukah How Jewish practices at Chanukah help Jews to reflect on important	The story of Chanukah Jewish practices at Chanukah How Jewish practices at Chanukah help Jews to reflect on important

	be found in many Jewish homes	houses	and pray at Shabbat	aspects of the story		aspects of the story
R.E. SKILLS	Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression. Describe some religious beliefs and teachings of religions studied, and their importance.	Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression. Describe some religious beliefs and teachings of religions studied, and their importance.	Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression. Describe some religious beliefs and teachings of religions studied, and their importance.	Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression. Describe some religious beliefs and teachings of religions studied, and their importance.		Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression. Describe some religious beliefs and teachings of religions studied, and their importance.
SCIENCE Plants	Revisit the basic structure of plants, stem, leaf, root, trunk and flower. Compare with animals and	Two of the characteristics of living things are reproduction and growth. Children are to plant some	Establish seeds are formed to produce new plants, reproduce. Children are to look at a variety of seeds	Agree that light is not required for germination, based on children's enquiry. Discuss how leaves make	Revisit what children found inside a seed and compare with a cross section through a bulb.	Observe plants and discuss the findings of their enquiry. Draw and write about the results. Together

	<p>establish they are all living things. Name some common plants and discuss their uses.</p>	<p>seeds and bulbs under a range of conditions in order to investigate what they need to germinate and then continue growing healthily. Children are to make predictions.</p>	<p>and look at closely with a hand lens. Make observational drawings. Look inside different seeds, record.</p>	<p>food for the plant using sunlight, water and air. Collect a variety of green leaves on a spring walk. List any of the ones we can eat.</p>	<p>Make an observational drawing of what is inside a bulb. List bulbs which are edible. Explain that plants grown from bulbs also form seeds.</p>	<p>conclude that plants need water, air and a suitable temperature to germinate and that plants need water, light and air and a suitable temperature to grow and remain healthy.</p>
<p>Science Skills</p>	<p>Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</p>	<p>Observe closely, using simple equipment, thermometers. Use observations and ideas to suggest answers to questions. To observe changes over time and, with guidance, begin to notice patterns and relationships.</p>	<p>Record and communicate their findings in a range of ways.</p>	<p>Record and communicate their findings in a range of ways.</p>	<p>Identify and classify. Observe and identify, compare and describe. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</p>	<p>Talk about what they have found out and how they found it out.</p>
<p>WRITING The Tiger Child Focus on reading.</p>	<p>Read or Watch 'The Tiger Child'- Espresso Discuss story, features of traditional tales.</p>	<p>Recap story- Begin finding facts about Tigers- Explain that this is an endangered animal in India.</p>	<p>Use notes from previous week to write a non-chronological report under following subheadings</p>	<p>Children to create an 'Endangered Tiger' Poster. Children are to check a piece of text makes sense to</p>	<p>Look at various poems about Tigers. (Rumble in the jungle) Children to write own poem using facts from previous weeks.</p>	<p>Children to write a tiger riddle.</p>

	<p>Explain this is a traditional tale based in India.</p> <p>Role-play story</p> <p>Order sentences as they happen in the story.</p>	<p>Children to read statements, are they true or false?</p>	<p>(appearance, diet, habitat, behaviour, WOW facts).</p> <p>Retrieve and order information from a non fiction text.</p>	<p>them.</p>	<p>Children are to ask and answer questions about a piece of text.</p>	
--	--	---	--	---------------------	--	--