

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
ENGLISH	<p><b>Text:</b> <b>'I need my monster'/ Monsters Inc-</b> *Create own monster using plasticine and write a description *Working in small groups create a story box.</p> <p>Games-Homophones and near homophones. Comprehension and Guided Reading.</p>	<p><b>Text:</b> <b>'I need my monster'/ Monsters Inc-</b> *Create own monster using plasticine and write a description *Working in small groups create a story box.</p> <p>Games-Homophones and near homophones. Comprehension and Guided Reading.</p>	<p><b>Text:</b> <b>I need my monster'/ Monsters Inc-</b> *Create own story about the monster children created last week.</p> <p>Word Level-Games. Apostrophes to mark where letters are missing in spelling. The possessive apostrophe, singular nouns, Megan's, the man's etc. What is a noun? Formation of nouns using suffixes, 'ness' 'er' Comprehension and guided reading.</p>	<p><b>Text;</b> Information text. Dinosaurs. Children are to think of their own questions about dinosaurs, use when, how, what, where, did etc Find out facts about dinosaurs.</p> <p>Word level-Games Formation of adjectives using suffixes such as 'ful' 'less' 'ly' Turning adjectives into adverbs. Comprehension and Guided Reading.</p>	<p><b>Text;</b> <b>Non-Fiction</b> Non chronological reports/information text. Dinosaurs.</p> <p>Sentence level-Games How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use correct punctuation Text-to use commas to separate items in a list. Comprehension and Guided Reading.</p>	<p><b>Text:</b> Children are to create their own dinosaur and name it, and then write facts about their creation, where it lives, what it eats etc. Children to write their own non chronological report about their own dinosaur.</p> <p>Sentence level-Games using subordination when, if, that, because and coordination or, and, but. Text-to use commas to separate items in a list. Comprehension and Guided Reading.</p>	<p><b>Text:</b> Children are to find out facts about the author. Look at a simple biography, explain what this means. Focus on one of his stories; discuss characters, settings problems and solution. Discuss why children enjoyed the book. Children are to write their own book review. Sentence/punctuation-Games Using subordination when, if, that, because and coordination or, and, but. Apostrophes to mark where letters are missing in spelling. Comprehension and Guided Reading.</p>

<p>MATHS</p>	<p><b>Measures: Time, capacity, length, temperature.</b></p> <p>Use the above in problem solving situations. See exemplifications.</p>	<p><b>Geometry: properties of 3D and 2D shapes.</b> 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. <b>Fractions: finding fractions of quantities, shapes and sets of objects.</b> To find a fraction of a given number. To find <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{3}{4}</math> of a given number and to show working out to find the answer.</p>	<p><b>Number and place value: estimating, counting, comparing and ordering quantities.</b> To recognise place value of each digit in a two digit number. (tens and ones.) To identify, represent and estimate numbers using different representations, including the number line. To compare and order numbers from 0 up to 100; use &lt; &gt; and = signs. To read and write numbers to at least 100 in numerals and words. To use place value and number facts to solve problems.</p>	<p>To read and write numbers to 100 in numbers and words. To recall addition and subtraction facts to 20. <b>Addition and subtraction: partitioning and sequencing.</b> To solve problems with addition and subtraction. Using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Applying their increasing knowledge of mental and written methods. To add and subtract using concrete objects, pictorial representations, and mentally including a two digit number and ones; a two digit number and tens; two two digit numbers, adding three one digit numbers.</p>	<p>To count in steps of 2,3,5 from 0 and count in tens from any number on and back. <b>Multiplication and division.</b> To recall and use multiplication and division facts for the 2,3,5 and 10 multiplication tables., including recognising odd and even numbers. To calculate mathematical statements for multiplication and division within the multiplication tables and write the using the correct signs. To recognise and use the inverse relationship between multiplication and division calculations. To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p>	<p>To read and write numbers to 100 in numbers and words. To recall addition and subtraction facts to 20. <b>Fractions: finding fractions of quantities, shapes and sets of objects.</b> To recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity. To write simple fractions for example, <math>\frac{1}{2}</math> of 6=3 and recognise the equivalence of two quarters and one half.</p>	<p>To read and write numbers to 100 in numbers and words. To recall addition and subtraction facts to 20. To recall and use multiplication and division facts in 2,5 and 10 tables. <b>Solving problems by gathering data and representing in tallies, tables, pictograms and block diagrams.</b> To interpret and construct simple pictograms, tally charts, block diagrams and simple tables. To ask and answer simple 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>
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	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
<b>DT Puppets</b>	Provide opportunities for children to examine a selection of hand and finger puppets. Draw and label.	Practice basic sewing techniques. Investigate ways of joining two pieces of fabric e.g. running stitch, stapling or gluing. Discuss advantages and disadvantages of each of them.	Identify simple criteria for the puppets e.g. each puppet must fit the hand of the person using it, they must look like particular characters, the piece must not come apart. Use a template to cut out two identical pieces of fabric. Design the finished character of their puppet.	Remind the children of the techniques they have learnt for making their puppets. Use examples of puppets to talk about ideas that the children might use in their own designs.	Children to explore simple ways to add features and bring characters to life. Discuss how something can be made to look fierce, scary, funny and so on.	Children to explore simple ways to add features and bring characters to life. Discuss how something can be made to look fierce, scary, funny and so on. Children to evaluate puppets against design criteria.
<b>DT SKILLS</b>	To draw on their own experience to help generate ideas To suggest ideas and explain what they are going to do.	To use hand tools safely and appropriately To assemble, join and combine materials in order to make a product	To develop their design ideas applying findings from their earlier research	To use hand tools safely and appropriately To assemble, join and combine materials in order to make a product	Can I measure textiles? Can I join textiles together to make something? Can I cut textiles? Can I explain why they chose a certain textile	To evaluate against their design criteria To evaluate their products as they are developed, identifying strengths and possible changes they might make talk about their ideas, saying what they like and dislike about them

<p><b>History</b> Seaside Holidays</p>	<p>What is a holiday? Why do people go on holiday? Where do they go? What type of things do they do there? Have people always gone on holiday? Children are to share their own experiences. Holiday survey.</p>	<p>Watch video about going to the seaside in 1900. Compare photographs of holidays then and now. What do the children notice? Discuss how reliable information is.</p>	<p>Explore how people travelled to the seaside then and compare to today-sort transport pictures from then into long/short journeys.</p>	<p>Explore how people entertained themselves when at the seaside in 1900, 1950 and compare to that of today-using puppets and artefacts, why were buckets made of metal?</p>	<p>Explore the features of the beach in 1900, 1950 and compare to that of today-make a 'dress the doll' with swimming costumes for then and now Time line.</p>	<p>Explore features of holidays today, how have they changed in terms of destination, transport and entertainment?</p>
<p><b>History skills.</b></p>	<p>I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying.</p>	<p>I can use some "historical period" terms. I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying. I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences.</p>	<p>When I talk or write about features, events, people and themes from the past, I can include some details.</p>	<p>When I talk or write about features, events, people and themes from the past, I can include some details.</p>	<p>I can place events, objects, themes and people from my history topic on a timeline.</p>	<p>I can point out some similarities and differences between aspects of life at different times in the past.</p>

<b>Computing Multimedia, Communication and Collaboration</b>	write about a concept, such as forces, and add a picture	Combine text, images and possibly other features to create either a printable document or a simple multimedia presentation.	Combine text, images and possibly other features to create either a printable document or a simple multimedia presentation.	<b>Email</b> - Class email School's online classroom where children's work can be uploaded. Also has chat, vote, quiz and forum functions	<b>Email</b> - Class email School's online classroom where children's work can be uploaded. Also has chat, vote, quiz and forum functions	Work with another class to create a shared text through email/forums.
<b>Computing SKILLS</b>	<ul style="list-style-type: none"> <li>• Begin to word process short narrative and non-narrative texts</li> <li>• Develop basic editing skills including different presentational features (font size, colour and style)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to word process short narrative and non-narrative texts</li> <li>• Develop basic editing skills including different presentational features (font size, colour and style)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to word process short narrative and non-narrative texts</li> <li>• Develop basic editing skills including different presentational features (font size, colour and style)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare all the different ways that messages can be sent and start to consider their advantages and disadvantages</li> <li>• Contribute and discuss ideas to compose and respond to class/group/individual e-mails, forums, blogs</li> </ul>	<ul style="list-style-type: none"> <li>• Children know the difference between communicating via email and online in a discussion forum</li> <li>• Children are aware of the different forms of online communication (email, forums, instant messaging and</li> </ul>	<ul style="list-style-type: none"> <li>• Children know the difference between communicating via email and online in a discussion forum</li> <li>• Children are aware of the different forms of online communication (email, forums, instant messaging and</li> </ul>

					social networking sites) and find out about their associated risks.	social networking sites) and find out about their associated risks.
<b>Library</b>	Features of a nonfiction text, using these features.	The subject index, an introduction to the Dewey system.	Cracking the code, using the Dewey system.	Using a dictionary. Alphabetical order.	Put the names of countries in alphabetical order.	Which word comes first? What to do when you have words beginning with the same letter.
<b>Music</b> <b>Reflect, Rewind and Replay.</b>	Listen and appraise music. Composition activity, rhythm grid work. Revisit songs from the year.	Listen and appraise music. Composition activity, rhythm grid work. Pulse inter-related dimensions of music, further understanding of rhythm and beat.	Listen and appraise music. Flexible games track. Finding out about rhythm and pitch.	Listen and appraise classical music. Use voices, play instruments within the song. Share and perform.	Listen and appraise classical music. Use voices, play instruments within the song. Share and perform.	Listen and appraise music. Composition activity, rhythm grid work. Finding out about rhythm, pitch and tempo.

<p><b>MUSIC SKILLS</b></p>	<p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p>	<p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p>	<p>Make own sounds and symbols to make and record music. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p>	<p>Make own sounds and symbols to make and record music. Sing songs in ensemble following the tune (melody) well.</p> <p>Use voice to good effect understanding the importance of warming up first.</p> <p>Perform in ensemble with instructions from the leader.</p>	<p>Make own sounds and symbols to make and record music. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p> <p>Start to recognise different instruments.</p>	<p>Make own sounds and symbols to make and record music. Make own sounds and symbols to make and record music. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p> <p>Start to recognise different instruments.</p>
<p><b>P.S.H.E &amp; Citizenship. Living in the wider world and relationships.</b></p>	<p>Discuss how children can contribute to the life of the classroom, and follow rules. Do they think rules are fair? Discuss other people's needs and other living things.</p>	<p>Discuss how people belong to various groups and communities, including families and school. Discuss how this makes children feel.</p>	<p>What improves and harms their local, natural and built environment. How do people look after them?</p>	<p>Learn that money comes from different sources and can be used for different purposes. Supporting yourself, charities etc.</p>	<p>Explore concepts of spending and saving.</p>	<p>The role money plays in their lives, including how to manage money, keep it safe, choices about spending money and what influences those choices.</p>



<p><b>P.H.S.E SKILLS</b></p>	<p>Communicate feelings. Empathy with peers. Begin to show understanding of values, for example honesty, tolerance, respect and concern for others. Understand the need to care for the environment.</p>	<p>Communicate feelings. Share opinions. Identifying when to get help. Empathy with peers. Begin to show understanding of values, for example honesty, tolerance, respect and concern for others.</p>	<p>Communicate feelings. Share opinions. Understand the need to care for the environment.</p>	<p>Responsibility towards the value of money.</p>	<p>Responsibility towards the value of money.</p>	<p>Responsibility towards the value of money.</p>
<p><b>P.E. (Games 2)</b></p>	<p>Slide a beanbag and roll a quoit then retrieve it. Aim at targets and to pass apparatus between targets. Work cooperatively with a partner when skill building and playing competitively against opponents in a net type game.</p>	<p>Build upon the sending skills; roll a ball with control and accuracy when sending and aiming. Children will work cooperatively with a partner and play a simple competitive group game that involves simple scoring.</p>	<p>Practice the skill of rolling a ball extending their control and technique. Use a beanbag to throw, catch and aim. Children work in a team to gain points by throwing accurately while competing against other teams.</p>	<p>Children learn how to throw, bounce and catch a ball with accuracy and control. Aim for targets of varying size and height and use skills learnt to play a competitive aiming game.</p>	<p>Develop throwing, bouncing and catching skills by working with a partner. Develop aiming skills by passing a ball through a hoop and varying the height at which the ball needs to be thrown.</p>	<p>Children will learn how to hit a ball with some accuracy, and think about where they need to hit the ball. They will develop a basic understanding of net and racket games.</p>

<p><b>P.E. SKILLS</b></p>	<p>I can show how to exercise safely. I can describe how my body feels during different activities. I can explain what my body needs to keep healthy.</p>	<p>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 throw in different ways. I can use hitting, kicking and/or rolling in game.</p>	<p>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 throw in different ways. I can use hitting, kicking and/or rolling in game.</p>	<p>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 throw in different ways. I can use hitting, kicking and/or rolling in game.</p>	<p>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 hit a ball with a bat. I can throw in different ways. I can use hitting, kicking and/or rolling in game.</p>	<p>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. Pupils should be taught to participate in team games, developing simple tactics from attacking and defending.</p>
<p><b>R.E.</b> <b>Who is a Muslim and what do they believe?</b></p>	<p>Identify some ways a Muslim might describe God; respond sensitively to what matters to Muslims and what matters to me;</p>	<p>Retell a story about the Prophet Muhammad; say why Muslims try to follow Muhammad and have great respect for him;</p>	<p>Retell a story about Allah and Prophet Muhammad; say why Muslims try to follow Muhammad and have great respect for him; respond sensitively to what matters to Muslims and what matters to me;</p>	<p>Identify what makes a place special, or holy Recognise and describe the significance of particular objects and places to Muslims</p>	<p>Recognise and describe the significance of particular objects and places to Muslims Use the right words to describe some things that are important in Islam</p>	<p>Recognise and describe the significance of particular objects and places to Muslims Use the right words to describe some things that are important in Islam</p>
<p><b>R.E. SKILLS</b></p>	<p>Identify how religion and belief</p>	<p>Identify how religion and belief</p>	<p>Identify how religion and belief</p>	<p>Identify how religion and belief is expressed in different ways.</p>	<p>Identify how religion and belief</p>	<p>Identify how religion and belief</p>

	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>SCIENCE</b> Living things and their habitats.</p>	<p>How do we know if something is alive? Living things are made of cells. Look at the seven life processes, movement, reproduction, sensitivity, nutrition, excretion, respiration and growth. Sort things</p>	<p>Establish that plants and animals live in particular habitats which serve their needs. Discuss how many animals provide the needs of their off spring initially and how we help our pets. PSDA visit in school.</p>	<p>Explain plants and animals depend on each other for survival in their habitats. Animals depend on plants for food and shelter, and plants depend on animals for seed dispersion.</p>	<p>Locate different habitats in the school environment, including micro-habitats, ie under a log or stone, in a leaf litter. Identify plants and minibeasts found in these locations. Discuss responsible behaviour when collecting minibeasts and plants.</p>	<p>Compare the plants and animals found in local habitats with those found further afield, ie the seashore. Children research living things in that habitat.</p>	<p>Remind children that a suitable food source is one of the main criteria for animals to survive in a particular habitat. Plants make their own food but animals eat plants and/or other animals. Introduce vocabulary involved</p>

	into living and non living things.					and study some simple food chains.
<b>Science Skills</b>	Recognise that they can be answered in different ways (different types of enquiry including - observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from other sources).	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.	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.	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.	Can find information to help me from books and computers with help. Use simple secondary sources to find answers.	Talk about what they have found out and how they found it out.
<b>WRITING</b> Stellaluna	Children are to watch the story. Who are the characters, where is it set, what is the problem solution? Discussion with talk partner. Children are to make book covers.	Revisit story, power point. Who are the characters? Model and contrast the bird and the bat, who was the villain in the story and why? LA describe one character.	What happens in the beginning, middle and end of the story? Share vocabulary and what it means, Limb, perched, sultry, crooned, clambered, babble, stuttered. Children are to draw and retell story in their own words.	Children are to borrow ideas from the story and write their own story plan. Tell to a partner, and then begin to write.  LA- children are to have a cloze sheet to read and put in the missing words.	Children are to complete their story, then edit it.  LA- children are to have a venn diagram, bats and birds. What is the same or different?	Nonfiction. Finding information out about bats. Use a variety of sources, books, internet etc. Children are to work with a partner. What I know. What I want to know. What I learned.

