



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing	<p><u>SPAG:</u></p> <p>Children should be able to tell the difference between statements, questions and exclamations, and use punctuation to show this.</p> <p>Children will explore different grammatical features such as suffixes -ed and -ing. They will look inside the word, outside the word and around the word to understand context.</p>	<p><u>SPAG:</u></p> <p>Children should also be able to use commas correctly in lists and apostrophes for contraction and possession.</p> <p>To connect ideas, Children should develop a range of conjunctions, e.g. and, but, or, when, if, that, because.</p> <p>-Children should be able to write longer pieces with more detail (expanded noun phrases) and in the same tense.</p>	<p><u>Stories with Mystery</u></p> <p>Big Question: What makes a good story?</p> <p>Children will look at a range of Mystery stories.</p> <ul style="list-style-type: none"> • They will be provided with the opportunities to tell and read stories using real objects and props to support them. • Children will explore the structure of a story and the key aspects needed, such as characters and setting in order to encourage children to include features of a narrative in their own writing. • Resources will be provided that will 	<p><u>Stories with Mystery</u></p> <p>Big Question: Language – What words and techniques should I use? Content – What am I writing about? Structure– How do I set my writing out?</p> <p>Children engage with a range of mystery stories.</p> <p>It is very important in mystery stories to use lots of description, to describe mystery settings and characters</p>	<p><u>SATS WEEK</u></p> <p>Practice Papers Revision</p>	<p><u>Vocabulary Building</u></p> <p>Children will explore different grammatical features such as suffixes -ed and -ing. Prefix: un They will look inside the word, outside the word and around the word to understand context.</p>



	<p>Keywords: Prefix, suffix, adjective, adverb, verb</p>	<p>Keywords: Noun, Noun phrase, statement, question, exclamation, Command, comma</p>	<p>encourage the children to write their own mystery stories.</p> <ul style="list-style-type: none"> • To develop cursive writing and apply this when writing sentences. 	<p>Key words: Mystery, Fiction, Strange, Helper, Character, setting, suspect, case, clue , solve</p>		
Maths	<p><u>Fractions:</u></p> <p><u>Introduction to parts and whole</u> Children are introduced to a variety of examples showing parts and wholes. It is important that they are secure in identifying the whole and parts of the whole.</p> <p><u>Equal and un equal parts</u> In this small step, children explore equal and unequal parts.</p> <p><u>Recognise a half</u></p>	<p><u>Fractions</u></p> <p><u>Find a quarter</u> In this small step, children use their understanding of a quarter to find $\frac{1}{4}$ of an amount.</p> <p><u>Recognise a third</u> In this small step, children are introduced to the fraction $\frac{1}{3}$ for the first time.</p> <p><u>Find a third.</u> In this small step, children use their understanding of a third to find $\frac{1}{3}$ of an amount.</p> <p><u>Find a whole</u></p>	<p><u>Fractions</u></p> <p><u>Non-unit Fractions</u> In this small step, children learn about non-unit fractions.</p> <p><u>Recognise the equivalence of a half and two quarters</u> Children may have thought about equivalence in the previous step, but they now look in detail at $\frac{1}{2}$ and $\frac{2}{4}$ and recognise their equivalence.</p> <p><u>Recognise three quarters</u> Children recognise and represent $\frac{3}{4}$ in a variety of ways,</p>	<p><u>Time</u></p> <p><u>0 clock and half past</u> Children learnt to tell the time to the hour and half past the hour in Year 1.</p> <p><u>Quarter past and Quarter 2</u> In this small step, the learning from the previous step is extended to include quarter past and quarter to the hour.</p> <p><u>Tell the time past the hour</u> Children have already seen the term “past” the hour in relation to half past and quarter past. In this small step, that learning is extended to</p>	<p><u>SATS Week</u></p> <p><u>Practice Papers</u> <u>Revision</u></p>	<p><u>Time</u></p> <p><u>Minutes in an hour</u> Children should be familiar with the fact that there are 60 minutes in an hour from earlier in the block. The focus in this step is on using and applying this fact.</p> <p><u>Hours in a day</u> This small step extends children’s knowledge of the relationships between units of time as they explore the number of hours in a day.</p>



	<p>Children now begin to focus on specific fractions, starting with a half.</p> <p><u>Find a half</u> In this small step, children use their understanding of 1 2 to find half of a quantity.</p> <p><u>Recognise a quarter</u> In this small step, they recognise a quarter, focusing mainly on shapes but also considering length and sets of objects.</p>	<p>In this small step, children use the skills that they have learnt in previous steps to use a fraction of an amount to find the whole.</p> <p><u>Unit Fractions</u> In this small step, children bring together the learning so far in this block to understand the concept of unit fractions</p>	<p>including with shapes, length and sets of objects.</p> <p><u>Find three quarters</u> In this small step, children find three-quarters of a set of objects or a number.</p> <p><u>Count in fractions upto a whole</u> In this small step, children use their knowledge of unit fractions and non-unit fractions to count in fractions up to a whole, focusing on halves, thirds and quarters.</p>	<p>include intervals of 5 minutes past the hour.</p> <p><u>Tell the time to the hour</u> At this stage, children have only seen the term “to” in relation to time when referring to quarter to the hour. In this small step, that learning is extended to include intervals of 5 minutes before the hour.</p> <p><u>Tell the time to 5 minutes</u> In this small step, children combine their learning from the previous two steps to tell the time to 5-minute intervals both past and to the hour.</p>		
<p>Science</p>	<p><u>Plants (Bulbs and seeds)</u></p> <p><u>Lesson 1: Bulb or seed</u> In this small step, they build on this knowledge as they look at the</p>	<p><u>Plants (Bulbs and seeds)</u></p> <p><u>Lesson 2: What do plants needs to grow?</u> In this step, children look at the best</p>	<p><u>Plants (Bulbs and seeds)</u></p> <p><u>Lesson 3: Plan- Bulb and seeds</u> In this small step, children begin an observation over time enquiry. They explore</p>	<p><u>Plants (Bulbs and seeds)</u></p> <p><u>Lesson 4:</u> In this step, children grow bulbs and seeds under different temperature conditions. This could include pots outside and</p>	<p><u>Plants Bulbs and seeds</u></p> <p><u>Lesson 5: Can we eat Plants</u></p>	<p><u>Assessment</u></p> <p><u>Quiz</u> <u>Double Page spread</u></p>



	differences between bulbs and seeds	conditions for plant growth, focusing on temperature.	how the bulbs and seeds they plant change over time. Depending on weather conditions, children could plant some bulbs and seeds inside and some outside	inside, or in pots in cooler and hotter areas of the school.		
Computing	<p><u>Creating Media: Digital Photography</u></p> <p><u>Lesson 1: Taking Photographs</u></p> <p>To use a digital device to take a photograph</p>	<p><u>Creating Media: Digital Photography</u></p> <p><u>Lesson 2: Landscape or Portrait</u></p> <p>To make choices when taking a photograph</p>	<p><u>Creating Media: Digital Photography</u></p> <p><u>Lesson 3: What makes a good photograph</u></p> <p>To describe what makes a good photograph</p>	<p><u>Creating Media: Digital Photography</u></p> <p><u>Lesson 4: Lighting</u></p> <p>To decide how photographs can be improved</p>	<p><u>Creating Media: Digital Photography</u></p> <p><u>Lesson 5: Effects</u></p> <p>To use tools to change an image</p>	<p><u>Creating Media: Digital Photography</u></p> <p><u>Lesson 6: Is it real?</u></p> <p>To recognise that photos can be changed</p>
History	<p><u>What is a Monarch?</u></p> <p><u>Lesson 1: What is a Monarch?</u></p> <p>To describe what a monarch is.</p>	<p><u>What is a Monarch?</u></p> <p><u>Lesson 2: Who is our Monarch today?</u></p> <p>To explain why coronations, take place.</p>	<p><u>What is a Monarch?</u></p> <p><u>Lesson 3: How did William the Conqueror become King of England?</u></p> <p>To explain how William the Conqueror became King of England.</p>	<p><u>What is a Monarch?</u></p> <p><u>Lesson 4: How did castles change?</u></p> <p>To identify features of a castle that would be effective when defending against attacks.</p>	<p><u>What is a Monarch?</u></p> <p><u>Lesson 5: What was a monarch in the past?</u></p> <p>To suggest what a monarch was like in the past.</p>	<p><u>Assessment</u></p> <p>Double page spread End of topic Quiz</p>



<p>ART</p>	<p><u>Craft and design: Map it out</u></p> <p>Lesson 1: Creative journey To investigate maps as a stimulus for drawing.</p>	<p><u>Craft and design: Map it out</u></p> <p>Lesson 2: Making felt – option 1 To learn and apply the steps of the felt-making process.</p>	<p><u>Craft and design: Map it out</u></p> <p>Lesson 3: Abstract maps To experiment with a craft technique to develop an idea.</p>	<p><u>Craft and design: Map it out</u></p> <p>Lesson 4: Print possibilities To develop ideas and apply craft skills when printmaking.</p>	<p><u>Craft and Design: Map it out</u></p> <p>Lesson 5: Gallery experience To present artwork and evaluate it against a design brief.</p>	<p><u>Craft and Design: Map it out</u></p> <p>Reflection</p>
<p>PSHE</p>	<p>Living in the wider world</p> <p>To understand the importance of rules.</p>	<p>Living in the wider world</p> <p>To understand ways to look after the school environment</p>	<p>Living in the wider world</p> <p>To recognise the role people play in looking after the environment</p>	<p>Living in the wider world</p> <p>To begin to understand the roles people have in the community</p>	<p>Living in the wider world</p> <p>To begin to understand how democracy works in school</p>	<p>Living in the wider world</p> <p>To understand ways to share an opinion</p>
<p>PE</p>	<p><u>Rule Making (Outdoor Adventure)</u></p> <p><u>Lesson 1:</u> To continually develop fundamental skills</p>	<p><u>Rule Making (Outdoor Adventure)</u></p> <p><u>Lesson 2:</u> To take part in competitive activities</p>	<p><u>Rule Making (Outdoor Adventure)</u></p> <p><u>Lesson 3:</u> To begin to work as a team.</p>	<p><u>Rule Making (Outdoor Adventure)</u></p> <p><u>Lesson 4:</u> To further develop thinking and creativity</p>	<p><u>Rule Making (Outdoor Adventure)</u></p> <p><u>Lesson 5:</u> To create different rules for games</p>	<p><u>Rule Making (Outdoor Adventure)</u></p> <p><u>Lesson 6:</u> To create different rules for games</p>