



	Week 1	Week 2	Week 3	Week 4	Week 5
Writing	<p><u>Fiction</u> <u>Tradition tale and Fairy Tale</u></p> <p>Children will explore and engage in a range of traditional tales.</p> <p>They compare versions of the same story retold through different medias.</p> <p>Children will look at the structural and language features.</p>	<p><u>Fiction</u> <u>Traditional Tale and Fairy Tale</u></p> <p>Children will be using expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Children will join in role-play activities and write a new version of Cinderella.</p>	<p><u>Non-fiction</u> <u>Letters</u></p> <p>Children will be highlighting the features of a letter.</p> <p>Children will learn the skills needed to write their own letters.</p> <p>Children have a set of phrases that could be used in either formal or informal letters. They will stick the correct phrases under the headings 'formal' and 'informal'</p>	<p><u>Non-fiction</u> <u>Letters</u></p> <p>Children are given differentiated sheets with parts of a letter on, they will be completing the letter by using their knowledge of structure and features. They will have to use their own ideas to add in, such as the address and name to sign off.</p> <p>Children will write a letter to an author.</p>	<p><u>Vocabulary Building</u></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>Children will learn to use the present and past tenses correctly and consistently.</p>
Maths	<p><u>Multiplication and Division</u></p> <p><u>Make equal groups-groupings.</u> In this small step they use their knowledge of equal groups to support them in developing their understanding of division.</p> <p><u>Make equal group-sharing</u></p>	<p><u>Multiplication and Division</u></p> <p><u>Odd and Even numbers</u> In this small step, they explore the idea more formally, identifying whether a whole number is odd or even.</p> <p><u>The 10s Time table</u> In this small step, children focus on the 10 times-table.</p>	<p><u>Length and Perimeter</u></p> <p><u>Measure in centimetres.</u> In this small step, they focus on measuring lengths and heights using a ruler, with a specific focus on measuring in centimetres.</p> <p><u>Measures in Metres.</u> Children now begin to measure lengths and heights</p>	<p><u>Mass, Capacity and temperature</u></p> <p><u>Compare Mass</u> The focus of this small step is not for children to identify the mass of objects in grams or kilograms, but rather to compare the mass of two or more objects.</p> <p><u>Measure in Grams</u></p>	<p><u>Mass, Capacity and Temperature</u></p> <p><u>Measure in millilitres</u> In this small step, children use the skills from the previous step to support them in measuring volume in millilitres.</p> <p><u>Measure in litres</u></p>



	<p>In this small step, children explore division through sharing.</p> <p>The two timetables Children explore the 2 times-table and start to become more fluent in this.</p> <p>Divide by 2 Children use their knowledge of the 2 times-table to divide by 2.</p> <p>Doubling and Halving In this small step, children double and halve numbers.</p>	<p>They use their understanding of multiplication to count forwards and backwards in 10s.</p> <p>Divide by 10: In this small step, children use their knowledge of the 10 times-table to divide by 10.</p> <p>The 5 times table: In this small step, children focus on the 5 times-table. They use their understanding of multiplication to count in 5s</p> <p>5 and 10 timetables: In this small step, children look at both the 5 and 10 times-tables and the relationship between them.</p>	<p>using metre sticks and tape measures, with a specific focus on measuring in metres.</p> <p><u>Compare Lengths and Heights.</u> Children compare the lengths and heights of objects using language such as “longer than”, “shorter than” and “taller than”.</p> <p><u>Order length and heights.</u> Children now begin to order lengths and heights. They order lengths from longest to shortest, heights from tallest to shortest and vice versa.</p> <p><u>Four Operation with lengths and Heights.</u> In this small step, children draw on their knowledge of the four operations from earlier in the year and apply it to their understanding of lengths and heights. Children solve both one-step and two-step problems relating to lengths and heights.</p>	<p>Children will be introduced to standard units of measure.</p> <p><u>Measure in Kilogram</u> Children move on to measure mass in kilograms. They need to be aware of the types of items that have a mass typically measured in kilograms and those that have a mass typically measured in grams.</p> <p><u>Four Operation with Mass</u> Children consolidate their reading of different scales to find the information they need to solve the problems.</p> <p><u>Compare Volume and Capacity</u> Children compare the volume/capacity of different containers. Language such as “full”, “half full”, and “empty” could be a good starting point before comparing the amounts using “greater” and “less” and then the symbols.</p>	<p>This small step builds on skills from the previous step, now focusing on litres. It is important that children experience seeing and practically measuring litres.</p> <p><u>Four operations with volume and capacity</u> Children use the skills they have learnt so far to answer questions involving the four operations.</p> <p><u>Temperature</u> Children are introduced to temperature, thermometers and the unit “degrees Celsius”, written °C, for the first time.</p>
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<p>Science</p> <p><u>Living things and their Habitats</u></p>	<p><u>Living, Dead and Never Alive:</u> To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes. To use their observations and ideas to suggest answers to questions by explaining how they know something is living, dead or has never been alive.</p>	<p><u>Local Habitats:</u> To identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants. To identify and classify, and sort objects into categories by sorting objects that are living, dead and have never been alive.</p>	<p><u>Microhabitats:</u> To identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats. To gather and record data to help in answering questions by investigating the preferred habitat of minibeasts.</p>	<p><u>World Habitats:</u> To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, by researching habitats and the animals that live in them. To ask simple questions and recognise that they can be answered in different ways by asking and answering questions about a range of different habitats.</p>	<p><u>Food chains:</u> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food by making a variety of food chains.</p>
<p>Computing</p> <p><u>Creating Media: Digital Writing</u></p>	<p><u>Exploring the keyboard:</u> In this lesson, the learners will familiarise themselves with a word processor and think about how they might use this application in the future. The learners will also be identifying and finding keys, before adding text to their page by pressing keys on a keyboard.</p>	<p><u>Adding and Removing the text:</u> The learners will focus on adding text and will explore more of the keys found on a keyboard.</p>	<p><u>Exploring the tool bar:</u> In this lesson, learners will begin to explore the different tools that can be used in word processors to change the look of the text.</p>	<p><u>Making changes to the text:</u> In this lesson, learners will begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The learners will begin to use their mouse cursor to select text to enable them to make more efficient changes. They will explore the different fonts available to them and change the font for their lost toy poster.</p>	<p><u>Pencil or Keyboard:</u> In this lesson, learners will make comparisons between using a computer for writing and writing on paper. The learners will discuss how the two methods are the same and different, and think of examples to explain this.</p>



<p>Geography</p> <p><u>Why is our world wonderful?</u></p>	<p>What are some of the UK's amazing features and landmarks?</p> <p>To identify geographical characteristics of the UK.</p>	<p>Where are some of the world's most amazing places?</p> <p>To locate some of the world's most amazing places.</p>	<p>Where are our oceans?</p> <p>To know the names of the five oceans and locate them on a map.</p>	<p>What is amazing about our local area?</p> <p>To understand how to draw human and physical features on a sketch map.</p>	<p>Why are natural habitats special?</p> <p>To investigate local habitats and record findings.</p>
<p>DT</p> <p><u>Cooking and nutrition: Balanced diet</u></p>	<p>Food groups</p> <p>To recognise foods and their food groups.</p>	<p>Balanced meals</p> <p>To identify the balance of food groups in a meal.</p>	<p>Preparing ingredients</p> <p>To identify an appropriate piece of equipment to prepare a given food.</p>	<p>Taste testing ingredients</p> <p>To select balanced combinations of ingredients.</p>	<p>Planning recipes</p> <p>To design based on criteria.</p>
<p>PSHE</p> <p><u>Relationships</u></p>	<p><u>Feeling and Emotions</u></p> <p>To learn to share their views and opinions with others.</p> <p>Key questions: What do we think about? What do other people think about? Why should we listen to other people? Can we talk about what we think? Have we changed our minds about anything?</p>	<p><u>Feeling and Emotions</u></p> <p>To learn about listening to others and playing cooperatively.</p> <p>Key questions: How can people tell that we are listening to them? What helps a group to work cooperatively? Do people always see things the same way? What are some ways we can stop arguments starting with our friends?</p>	<p><u>Friendship</u></p> <p>To explore How friends makes us feel happy and secure.</p> <p>Key Question: What is a healthy friendship?</p>	<p><u>Working Together</u></p> <p>What is kind and unkind behaviour, and how this can affect others How to listen to other people and play and work cooperatively</p>	<p><u>Showing You Care</u></p> <p>How to recognise what others might be feeling Ways of sharing feelings; a range of words to describe feelings How to recognise when they or someone else feels lonely and what to do.</p>



		Who gives us support and encouragement at home or at school? How does it feel? When have we given others encouragement or support?			
PE Group Games:	To be able to work effectively within a small group	To attempt to create a group game using small equipment	To develop agility and co-ordination	To negotiate space effectively in group games	To develop co-ordination when running