

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
ENGLISH	<p><u>The Lonely Beast</u></p> <p>Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive. Distinguish between homophones and near-homophones. Discuss the sequence of events in books and how items of information are related. Predict what might happen on the basis of what has been read so far. Discuss and clarify the meanings of new words. Discuss favourite words and phrases. Develop and order their ideas through playing roles and improvising scenes in various settings.</p>	<p><u>Poetry – “The Magic Box” by Kit Wright and Don’t</u></p> <p>Learn how to use expanded noun phrases to describe and specify. Use and understand grammatical terminology such as noun. Build up a repertoire of poems learnt by heart, appreciating these and reciting some. Write about new ideas and key words including new vocabulary. Proof read to check for errors in spelling, grammar and punctuation. Learn to spell words with contracted forms. Encapsulate what they want to say, sentence by sentence. Know how poems are structured. Understand and know how to use rhyme.</p>	<p><u>“George’s Marvellous Medicine” by Roald Dahl</u></p> <p>Learn how to use both familiar and new punctuation correctly, including commas in a list. Learn how to use sentences with different forms - statements and commands. Recognise why instructions are important and how to make them clear. Use and understand grammatical terminology such as verb. Use and understand grammatical terminology such as verb. Learn how to use sentences with different forms - statements and commands. Learn how to use expanded noun phrases to describe and specify.</p>	<p><u>The Great Fire of London</u></p> <p>Learn how to use the present and the past tense correctly and consistently and including the progressive form. Write narratives about personal experiences and those of others. Use exciting new vocabulary – including similes and expanded noun phrases. Use drama to enrich vocabulary and emotions linked to a historical event. Use a range of conjunctions.</p>			
	MATHS	<p><u>Place value</u></p> <p>Recognise the</p>	<p><u>Addition</u></p> <p>Count in steps</p>	<p><u>Addition</u></p> <p>Recall all pairs that</p>	<p><u>Subtraction</u></p> <p>Subtract numbers</p>	<p><u>Subtraction</u></p> <p>Subtracting multiples of 10 from a given</p>	<p><u>Fractions</u></p> <p>To be able to</p>

	<p>place value of each digit in a two digit number (tens, ones). Compare and order numbers from 0 up to 100. Use < and > and = signs. Read and write numbers to at least 100 in numerals and words. Explain what each number in a two digit number represents including numbers where 0 is the place holder.</p>	<p>of 1, 2, 3, and 5 from 0, and in tens from any two-digit number, forward or backward. Solve problems with addition—applying and increasing knowledge of mental and written methods. Recall and use addition facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens</p> <p><u>Shape</u></p>	<p>make 20 (e.g. 13 + 7). Recall pairs of multiples of 10 that make 100.</p> <p>Adding multiples of 10 to a number using apparatus and mental strategies.</p> <p>Adding 3 one digits numbers together. Know addition of two numbers can be done in any order. Understand place value for 2 and 3 digit numbers. Add 2 numbers by partitioning and recombining.</p> <p><u>Time</u></p> <p>Read the time to o'clock, half past and quarter past.</p>	<p>using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens</p> <p>Subtract mentally a one-digit number or a multiple of 10 from any two-digit number.</p> <p>Use practical number bonds and related subtraction facts within 20 to solve problems.</p> <p><u>Measures- Length</u></p> <p>Begin to understand different units of measure in length e.g. mm/cm/m.</p> <p>Compare different units of length.</p>	<p>number using apparatus and mental strategies.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> <p>Using the inverse to check our answers are correct.</p> <p><u>Measures- Weight</u></p> <p>Begin to understand different units of measure in weight e.g. grams and kilograms.</p> <p>Compare different units of weight.</p>	<p>recognise $\frac{1}{2}$ and $\frac{1}{4}$ of shapes</p> <p>Understand that $\frac{1}{2}$ and $\frac{1}{4}$ are part of a whole</p> <p>Begin to work out $\frac{1}{2}$ and $\frac{1}{4}$ of a number</p> <p><u>Data Handling</u></p> <p>Understand the features of a block graph</p> <p>Be able to read and interpret block graphs</p>
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		Identify and name common 2D shapes and describe their properties using mathematical language.					
SCIENCE	<u>Living things and their habitats</u> What do we know about topic?	<u>Living things and their habitats</u> Explain that living organisms have certain characteristics that are essential for keeping them alive and healthy.	<u>Living things and their habitats</u> describing the seven life processes of animals	<u>Living things and their habitats</u> Distinguish living organisms from non-living things. Understand that animals (including humans) and plants are living organisms.	<u>Living things and their habitats</u> List the basic needs of animals and plants. Understand that animals and plants survive best in habitats that provide their basic needs.	<u>Living things and their habitats</u> Explain how animals depend on the plants in their habitat. Explain how plants depend on animals in their habitat.	<u>Living things and their habitats</u> Handle living creatures and plants with care. 2. Name some animals and plants that live in the school grounds.
COMPUTING	Understanding Algorithms Understand what algorithms are Understand that programs execute by following precise and unambiguous instructions Understand how algorithms are implemented as programs on digital devices						
PSE	New beginnings Know how to make the classroom and school a safe and fair place for everyone and that we should all take responsibility for this. Understand that rules are important and why people need to follow them. Understand the importance of being a good listener. Know that we belong to a range of different communities Recognise that we all have similarities and differences Understand that we all have strengths and should be confident about these						
	Know about the festival of Raksha Bandha and why this is important to Hindus.						

<p>R.E.</p>	<p>Know how the festival of Raksha Bandha is celebrated</p> <p>Understand the importance of Harvest Festival to Christians</p> <p>Know the different ways that harvest is celebrated all over the world</p> <p>Identify what many people give thanks to God for.</p>						
<p>THEMATIC CURRICULUM</p>	<p>Discuss topic - at London'. What do we know about London?</p>	<p>History</p> <p>Think about what London was like 300 years ago before the fire.</p>	<p>History</p> <p>Know the sequence of events that caused the fire. Order on a timeline.</p>	<p>Art</p> <p>Investigate hot and cold colours - make a colour wheel</p> <p>History</p> <p>Know the reasons why the fire spread so quickly.</p>	<p>Art</p> <p>Look at how the Great Fire of London is represented in paintings. Explore use of colour and texture.</p> <p>History</p> <p>Visit to the Museum of London – understand how artefacts tell us about what happened during the fire.</p>	<p>Art</p> <p>Look at a skyline. Represent the London skyline on a silhouette</p> <p>History</p> <p>Know who Samuel Pepys was and how he helped us to know about the fire.</p>	<p>History</p> <p>Help Charles II to rebuild London.</p> <p>Understand how and why London was rebuilt after 1666.</p>
<p>P.E. AND GAMES</p>	<p><u>Dance</u></p> <p>Fire movements - responding to music. Create a</p>	<p><u>Dance</u></p> <p>Show how a canon can be used to show an idea.</p>	<p><u>Dance</u></p> <p>Using props - developing use of different levels,</p>	<p><u>Dance</u></p> <p>Communicate thoughts and feelings through freeze</p>	<p><u>Dance</u></p> <p>Create a starting position inspired by a London</p>	<p><u>Dance</u></p> <p>Identify what makes a good performance.</p>	

	movement inspired by a theme.		speeds and directions in our movements	frames.	landmark.		
MUSIC	Learn a number of new songs by heart.	Interpret a graphic score with voices. Use rhythm in music making.	Interpret graphic scores with untuned percussion instruments	Interpret graphic score with instruments adding in tuned percussion	Make vocal sounds according to shape and line	Experiment with chosen instruments to interpret a part of the score	Perform a score to the class. Understanding what makes a good performance.