

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<p><b><u>Dinosaur Drip</u></b> <b><u>Non-fiction and character profile</u></b></p> <p>Know how to use apostrophes to mark singular possession in nouns. To know what makes a good character description. To describe a character and how they move/speak/behave. Know how to use headings in our writing.</p>		<p><b><u>Grimm's Fairy Tales</u></b></p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Plan or say out loud what they are going to write about by writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language. Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>		<p><b><u>Non-fiction writing about Henry VIII</u></b></p> <p>Use a range of adjectives/nouns/verbs. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently. Use drama/freeze frames to tell what happened. Write a story with a clear beginning, build up, problem, solution and ending. Use sentences with different forms: exclamations and commands</p>	
<b>Maths</b>	<p><b><u>Place value</u></b></p> <p>Count in steps of 2, 3, 5 and 10 confidently. Know the multiple of 10 before and after a 2 digit number. Compare and order numbers up to 100. Use place value and number facts to solve problems. Identify, represent and estimate numbers using different representations,</p>	<p><b><u>Addition and money</u></b></p> <p>Understand place value for 2 and 3 digit numbers including 0 as a place holder. Add 2 and 3 digit numbers by partitioning and recombining. Using place value and number facts to solve problems. Add numbers using concrete objects, pictorial representations and mentally, including:</p>	<p><b><u>Subtraction and Time</u></b></p> <p>Understand that subtraction is not commutative (we can do 3-2 but not 2-3). Use number facts to help solve subtraction problems. Use an empty line to solve subtraction word problems. Recognise and use the inverse relationship between addition and subtraction and</p>	<p><b><u>Flexible Week and Symmetry</u></b></p> <p>Assess misconceptions and plan accordingly.  Identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line. Understand that the line of symmetry. Find 2 different 2-D shapes that only have one line of</p>	<p><b><u>Measures Week</u></b></p> <p>Compare and order lengths, mass, volume/capacity and record the results using &gt; &lt; and =. <i>Choose and use standard units to estimate and measure:</i></p> <ul style="list-style-type: none"> <li>length/height in any direction in m and cm using rulers;</li> <li>mass in kg and g using scales;</li> <li>temperature in</li> </ul>	<p><b><u>Fractions and Time</u></b></p> <p>Recognise, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of length, shape, set of objects and quantity. Writes simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3. Recognise equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>. Count in fractions up to 10, starting from any number and using the <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> equivalence</p>

<b>Maths</b>	<p>including the number line. Read and write numbers to at least 100 in numerals and in words</p>	<p>a 2 digit number and ones, a two digit number and tens and two, two digit numbers and 3 one digit numbers.</p> <p><u>Money</u> Recognise and use symbols for £ and p and combine amounts to make a particular value. Find different combinations of coins that equal the same amount of money.</p>	<p>use this to check calculations and solve missing number problems. Subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones, a two digit number and tens and two, two-digit numbers.</p> <p><u>Time</u> Tell and write the time to 15 minute intervals, including quarter to/past and draw the hands on a clock face to show these times. Tell and write the time to 5 minute intervals and draw the hands on a clock face to show these times. Compare and sequence intervals of time. Know the number of minutes in an hour and the number of hours in a day.</p>	<p>symmetry.</p>	<p>°C using thermometers;</p> <ul style="list-style-type: none"> <li>• capacity in l and ml using measuring vessels.</li> </ul>	<p>on the number line (for example 1, <math>1\frac{1}{4}</math>, <math>1\frac{2}{4}</math> (or <math>1\frac{1}{2}</math>), <math>1\frac{3}{4}</math>, 2).</p> <p><u>Time</u> Tell and write the time to 15 minute intervals, including quarter to/past and draw the hands on a clock face to show these times. Tell and write the time to 5 minute intervals and draw the hands on a clock face to show these times. Compare and sequence intervals of time. Know the number of minutes in an hour and the number of hours in a day.</p>
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<p style="text-align: center;"><b>Science</b></p>	<p><b><u>Materials</u></b></p> <p>Find out how the shapes of solid objects made from some materials can be changed</p>	<p><b><u>Materials</u></b></p> <p>Ask simple questions.</p> <p>Identify and suggest reasons why fabrics are chosen for some conditions.</p> <p>Using their ideas to suggest answers to questions</p>	<p><b><u>Materials</u></b></p> <p>Perform simple tests</p> <p>Use their observations to suggest answers to questions</p> <p>Gather and record data to help in answering questions</p>	<p><b><u>Materials</u></b></p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Working scientifically: Observe closely Perform simple tests Gather and record data to help in answering questions</p>	<p><b><u>Materials</u></b></p> <p>Identify and compare the properties of different plastics</p>	<p><b><u>Materials</u></b></p> <p>Understand that some objects can be used for a variety of purposes.</p>
<p style="text-align: center;"><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• Recognise common uses for digital technology beyond school .</li> <li>• Find a website by following links set up by the teacher, by using Favourites, or by typing into the address bar</li> <li>• Search for given information to answer questions, using text, pictures, sound and video</li> <li>• Navigate a website using the links</li> <li>• Use the back button on the browser</li> <li>• Think of information to find out before looking at the website; afterwards, evaluate whether the desired information has been found</li> </ul>					
<p style="text-align: center;"><b>PSE</b></p>	<p><b><u>Going for Goals</u></b></p> <ul style="list-style-type: none"> <li>• Appreciate rules for keeping ourselves safe.</li> <li>• Listen to other people and play and work cooperatively.</li> <li>• Make choices that keep us safe.</li> <li>• Value their bodies and monitor what they put into it.</li> <li>• Know that exercise and rest is important to keep healthy.</li> <li>• Feel happy to share opinions on things that matter to us and explain our views.</li> </ul>					

<p style="text-align: center;"><b>RE</b></p>	<p><b><u>Islam</u></b></p> <ul style="list-style-type: none"> <li>• Know that Muslims believe in only one God.</li> <li>• Know that there are 100 names for God.</li> <li>• Know that mosques are special to Muslims and know some of the things you would find in a mosque.</li> <li>• Be able to retell significant stories – Bilal, Mohammed.</li> </ul>					
	<p><b>Thematic Curriculum</b></p>	<p><b><u>History</u></b></p> <p>Know what Henry VIII was like as a person and a king.</p>	<p><b><u>History</u></b></p> <p>Know about the importance of a king and what a Tudor monarch did.</p>	<p><b><u>History</u></b></p> <p>Understand why Henry married six times</p>	<p><b><u>History</u></b></p> <p>Understand the importance of a Tudor portrait.</p>	<p><b><u>History</u></b></p> <p>Use inventories to find out about rich and poor people in Tudor Times.</p>
		<p><b><u>Art</u></b></p> <p>use a range of materials to make a Tudor rose</p>		<p><b><u>Art</u></b></p> <p>Know the features of a Tudor portrait.</p>	<p><b><u>Art</u></b></p> <p>Design a coat of arms</p>	<p><b><u>Art</u></b></p> <p>Know how to use print techniques.</p>
<p><b><u>PE – Tudor dancing</u></b></p> <p>Understand the key movements of Tudor dancing and how they are performed.</p>		<p><b><u>PE – Tudor dancing</u></b></p> <p>Understand the key movements of Tudor dancing and how they are performed.</p>	<p><b><u>PE – Tudor dancing</u></b></p> <p>Understand the key movements of Tudor dancing and how they are performed.</p>	<p><b><u>PE – Tudor dancing</u></b></p> <p>Understand the key movements of Tudor dancing and how they are performed.</p>	<p><b><u>PE – Tudor dancing</u></b></p> <p>Understand the key movements of Tudor dancing and how they are performed.</p>	<p><b><u>PE – Tudor dancing</u></b></p> <p>Understand the key movements of Tudor dancing and how they are performed.</p>
<p><b><u>Music</u></b></p> <p>Play the pentatonic scale and notes from the scale in response to any given rhythm.</p>		<p><b><u>Music</u></b></p> <p>Play the pentatonic scale with hands together and alternating hands on tuned percussion.</p>	<p><b><u>Music</u></b></p> <p>Play two hands together and alternating in time with the pulse using the correct technique.</p>	<p><b><u>Music</u></b></p> <p>Read rhythms written as standard notation with crotchets, quavers and rests. Play an ostinato without getting distracted (hold my part)</p>	<p><b><u>Music</u></b></p> <p>Read rhythms written as standard notation with crotchets, quavers, minims and rests. Know what a Bodrun and an Ostinato are.</p>	<p><b><u>Music</u></b></p> <p>Read rhythms written as standard notation with crotchets, quavers, minims and rests. Play a Bodrun as part of an Ostinato.</p>

