

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p><u>Traction Man</u> <u>Narrative</u></p> <p>Use sentences with different forms: statements, questions, exclamations and commands. To use drama/freeze frames to tell a story 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 know how to use past tense correctly and consistently, use the progressive form to mark actions in progress To write a story with a clear beginning, build up, problem, solution and ending. Proof read to check for errors and edit/improve work. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Use co-ordination (and / or / but) Use some subordination (when / if / that / because). Use expanded noun phrases to describe and specify</p>		<p><u>Roald Dahl – Willy Wonka</u> <u>Character Profiles</u></p> <p>Read words using common suffixes, formation of nouns –ness –er. Write different sentence forms - commands and exclamations. Use subordination (using when, that, if, or, because) and co-ordination (using or, and, but). Proof read to check for errors in spelling, grammar and punctuation. Consider what to write by planning, writing key ideas and including new vocabulary. Discuss their favourite words and phrases writing about real events.</p>	<p><u>Don't Do That!</u> <u>Michael Rosen</u> <u>Poetry</u></p> <p>Identify the features of a poem. Know how to perform and write a poem. Orally rehearse sentences before writing - to select and use rhyming words - make adventurous word and language choices appropriate to the style and purpose of the text. Re-read sentences and check for mistakes. Use some expanded noun phrases to describe and specify.</p>	<p><u>Non-fiction writing about Nocturnal Animals</u></p> <p>Use subordination and co-ordination. Proof read to check for errors in spelling, grammar and punctuation. Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways. Write down ideas and/or key words, including new vocabulary. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences and commas to separate items in a list. Use exclamatory sentences in our writing. Develop positive attitudes towards and stamina for writing by writing for different purposes. Understand both the books that they can already read accurately and fluently and those that they listen to by asking and answering questions. Use expanded noun phrases to describe and specify [for example, the blue butterfly].</p>	

<p>Maths</p>	<p><u>Place value</u></p> <p>Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones). Know the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$. Count in twos, threes, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives). Read and write numbers correctly in numerals and words</p>	<p><u>Addition and Subtraction and the relationship between the operations</u></p> <p>Pupils extend their understanding of the language of addition and subtraction to include sum and difference. Practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using $3 + 7 = 10$; $10 - 7 = 3$ and $7 = 10 - 3$ to calculate $30 + 70 = 100$; $100 - 70 = 30$ and $70 = 100 - 30$. Check calculations by adding to check subtraction and adding numbers in a different order to check addition (for example, $5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5$). Know commutativity and associativity of addition. Add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations. Subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$). Recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).</p>	<p><u>Multiplication and Division and the relationship between the operations</u></p> <p>Recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9). Count in twos, fives and tens from 0 and use counting strategies to solve problems. Use a variety of language to describe multiplication and division. Become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. Begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations. Use a range of strategies to solve multiplication and division problems including grouping, sharing, arrays and repeated addition. Understand inverse relations to develop multiplicative reasoning (for example, $4 \times 5 = 20$ and $20 \div 5 = 4$) Determine remainders given known facts. The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).</p>	<p><u>Fractions</u></p> <p>Recognise, name and write fractions $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$ and $\frac{3}{4}$ of length, shape, set of objects and quantity. Writes simple fractions e.g. $\frac{1}{2}$ of 6 = 3. Recognise equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (for example 1, $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2).</p>
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Maths	up to 100 (e.g. can write the numbers 14 and 41 correctly). Use number bonds and related subtraction/addition.					
Science	<p><u>Plants</u> Name all the parts of a plant and explain how we know plants are living things.</p> <p>Revise the basic structure of some common plants, including trees discuss living and non-living and the differences and similarities between plants and animals. <i>Ask How do we know plants are alive? Do plants grow? Can plants move?</i></p>	<p><u>Plants</u> Investigate the conditions that plants need to germinate and stay healthy.</p> <p>Suggest and carry out experiments to test the conditions which are best for a plant to grow from seed.</p>	<p><u>Plants</u> Describe different seeds and know that they help a plant to reproduce.</p> <p>Identify different types of seed by size, shape and colour. Use their common names when identifying each type. Understand what seeds are for. Plant sunflower seeds in different conditions in order to test which are the optimum growing conditions for plants. Observe the changes to the seed/plant over time. Log observations in a diary that will be completed over the next 4 weeks.</p>	<p><u>Plants</u> Observe the changes to the seed/plant over time.</p> <p>Log observations in a diary.</p>	<p><u>Plants</u> Observe the changes to the seed/plant over time.</p> <p>Log observations in a diary.</p>	<p><u>Plants</u> Observe the changes to the seed/plant over time.</p> <p>Log observations in a diary.</p>

Computing	<p>Recognise common uses for digital technology beyond the school.</p> <ul style="list-style-type: none"> • Know how to use the internet and how to navigate a site using the menu on the left hand side and the back and forward arrows on the web browser • Find out relevant information and write the answers onto their question and answer sheet. <p>Use technology purposefully to organise and manipulate digital content.</p> <ul style="list-style-type: none"> • Creating a fact sheet – using a keyboard • Use the shift button to do a capital letter, how to use the spacebar to leave a space and how to press enter if you want to go onto the next line. • Make their information more interesting for the reader. • Use different effects that can be achieved by using different fonts, sizes of text, colours, bold italics and underline. 					
PSE	<p><u>Dealing with our feelings and emotions</u></p> <ul style="list-style-type: none"> • Recognise, name and deal with our feelings in a positive way. • Reflect on what may affect how we feel. • I can recognise a range of emotions. • Explain how we experience and express different feelings. • Use some simple strategies for making myself and others feel better. 					
RE	<p><u>Islam</u></p> <ul style="list-style-type: none"> • Know that Muslims believe in only one God. • Know that there are 100 names for God. • Know that mosques are special to Muslims and know some of the things you would find in a mosque. • Be able to retell significant stories – Bilal, Mohammed. 					
Thematic Curriculum	<p><u>History</u></p> <p><u>Know what it was like in Tudor times</u> Comparing the rich and poor Tudor people and how their lives differ.</p>	<p><u>History</u></p> <p><u>Compare the differences between Tudor times and today</u> Understand what life was like for children in the Tudor times.</p>	<p><u>History</u></p> <p><u>Know what Henry VIII was like as a person and as a king</u> Think about what makes a good King or Queen and be able to identify features and characteristics from portraits and pictures. Children will learn information about Henry VIII's</p>	<p><u>History</u></p> <p><u>Know about the importance of a king and what a Tudor monarch did</u> Understand the difference between hobbies and duties. Children will talk about their own hobbies and duties. What do they like to do? What must they do? Who do they do it for? Why do they</p>	<p><u>History</u></p> <p><u>Understand why Henry married six times</u> Children will learn about the significance and importance of Kings wanting to have a male heir. Children will understand why Henry wanted an heir, and how he must have felt. Children will discuss how each wife</p>	<p><u>History</u></p> <p><u>Tudor banquet</u> Children will enjoy an afternoon filled with Tudor dancing, games and food and will experience being in the presence of a Tudor King.</p>

Thematic Curriculum			character and facts about his reign: duration, power etc. from written sources. Discuss what makes a good King or Queen and how they keep control.	do it? What happens if they don't do it? What rewards do they get? Identify the things that Henry liked to do. Discuss whether these are hobbies or duties and organise into a table.	would have felt as they failed to provide him with one, and what they may have feared due to the history of the other wives. Children to organise pictures of the 6 wives on a timeline and will explain what happened to them.	
	<u>Art</u> <u>Understand the importance of a Tudor portrait</u> Discuss and identify what Tudors wanted to portray in their portraits and why it was so important. Children will dress up and have their picture taken of them as a Tudor monarch. They will then use this to draw and paint their own Tudor portrait of themselves as a King or Queen.	<u>Art</u> <u>Understand the importance of a Tudor portrait</u> Discuss and identify what Tudors wanted to portray in their portraits and why it was so important. Children will dress up and have their picture taken of them as a Tudor monarch. They will then use this to draw and paint their own Tudor portrait of themselves as a King or Queen.	<u>D&T</u> <u>Make a Tudor pot</u> Understand the difference between rich and poor artefacts. Make a rich or poor Tudor pot out of clay and paint.	<u>D&T</u> <u>Design a coat of arms design</u> Understand what a coat of arms was and why they were used. Children use templates to design their own coat of arms.		<u>Art</u> <u>Use a range of materials to make a Tudor rose</u> Look at different ways that the Tudor Rose can be made. Children are able to draw a basic Tudor Rose shape and use a range of materials to decorate it in the traditional Tudor colours.

Thematic Curriculum	<u>Geography</u> <u>Know about the different parts of the world</u> Understand that there are 7 continents in the world and there are 5 oceans. Identify them by labelling them on a map.		<u>Geography</u> <u>Show Sir Francis' journey around the world using compass directions.</u> Children will learn about a famous person in history 'Sir Francis Drake' and learn about how he sailed around the world. The children will follow the route of Sir Francis Drake on a map and use directional language (north, east, south west, across, continent names) to describe the journey.		<u>Geography</u> <u>Use appropriate features of a Tudor village</u> Discuss the features of local area and compare to a Tudor village. Children will look at a Tudor map and identify its features i.e. barn, school, village square, houses, inn, church, farm.	
	<u>PE – Games</u> <ul style="list-style-type: none"> Slide a bean bag or roll a quoit and retrieve it. Begin to aim for targets and to pass apparatus between targets. Work cooperatively with a partner when skill 	<u>PE – Games</u> <ul style="list-style-type: none"> Slide a bean bag or roll a quoit and retrieve it. Begin to aim for targets and to pass apparatus between targets. Work cooperatively with a partner when skill 	<u>PE – Games</u> <ul style="list-style-type: none"> Begin to roll ball with control and accuracy when sending and aiming. Work cooperatively with a partner and play a simple competitive 	<u>PE – Games</u> <ul style="list-style-type: none"> Extend their control and technique when throwing, catching and aiming. Work cooperatively as a team to gain points by throwing 	<u>PE – Games</u> <ul style="list-style-type: none"> Extend their control and technique when throwing, catching and aiming. Work cooperatively as a team to gain points by throwing 	<u>PE – Games</u> <ul style="list-style-type: none"> Learn how to throw, bounce and catch a ball with some accuracy and control. Aim for targets of varying size and height and use the skills learnt to play a

Thematic Curriculum	building and also when playing competitively against opponents in a simple net type game.	building and also when playing competitively against opponents in a simple net type game.	group game that involves a simple scoring system.	accurately while competing against other teams.	accurately while competing against other teams.	competitive aiming game that also requires cooperation with other children within their own team.
	<p><u>Music</u></p> <ul style="list-style-type: none"> • To develop co-ordination, memory and rhythmic skills • To start the concept of silence and to lead on to the crotchet rest. • To revise the concepts crescendo and diminuendo. • To deepen the understanding of rests. • To introduce a new pitched sound • To revise the four note values. • To consolidate rests. • To sustain a rhythmic pattern against (up to) three others. 					