

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENGLISH	<p><u>Iron Man- By Ted Hughes</u></p> <p>Building a class Iron Man.</p> <p>Exploring language and noun phrases used to describe the Iron Man.</p> <p>Learning about length of sentences and how this can be used to add drama and suspense.</p> <p>Exploring different sentence types e.g. exclamations, questions and commands.</p> <p>Children to write their own chapter of the next adventure Iron Man takes using exciting and descriptive language.</p> <p>Developing the skill of proof reading and checking for spelling and grammatical errors.</p>	<p><u>Roald Dahl- Mr Twit</u></p> <p>Read the story of The Twits and explore language and noun phrases used to describe the characters.</p> <p>Thinking about characters' intentions and actions and what this tells us about them.</p> <p>Children to explore the characters through a range of activities such as drawing/painting the Twits, meeting Mr Twit and drama activities.</p> <p>Practising using exclamations to express feelings about characters.</p> <p>Children write their own character descriptions of Mr Twit.</p>	<p><u>Gregory Cool by Caroline Binch</u></p> <p>Read Gregory Cool and think about links between the story and our topic 'Islands.'</p> <p>Explore writing from the perspective of a character and writing in the first person.</p> <p>Revisit the past tense, using questions and exclamations.</p> <p>Children to use conjunctions to extend their sentences.</p>	<p><u>Creative writing</u></p> <p>A range of short stories will be read to children to help generate ideas for creative writing.</p> <p>Magic Box- write a magical story. Children to be shown a short video clip which forms the beginning of their story. Children to write what happens when the Magic Box is opened.</p> <p>Owl Babies- write a letter from the perspective of Mummy Owl to her owl babies explaining where she goes off to during the night. Children to use questions and facts learnt from the Nocturnal animal unit in their writing.</p> <p>Hodgeheg- Write a letter from the perspective of Max the hedgehog to another hedgehog warning them of the dangers of crossing the road. Focusing on using commands and contractions in their writing.</p> <p>Tobago advert- write a persuasive advert to persuade people to visit Tobago. Following on from Gregory Cool, children use noun phrases and commands to encourage people to visit the island of Tobago.</p> <p>Friends' Profile- write a non-chronological report on their friends. Children to use subtitles to organise information about their friends in a fact file. Children to include different sentence starters and conjunctions.</p>		

<p style="text-align: center;">MATHS</p>	<p><u>Mixed Operations</u></p> <p>Recap strategies when adding, subtracting, multiplying and dividing.</p> <p>Revisit and practise solving real-life word problems. What is the question asking me to do? What will my number sentence be? What can I draw or use to help me solve my answer?</p> <p>Children to work on a range of different word problems- covering misconceptions and building perseverance.</p>		<p><u>Fractions</u></p> <p>To be able to identify and name $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{4}$ of shapes.</p> <p>To be able to find different fractions of number.</p> <p>To solve word problems involving fractions.</p> <p>To be able to order fractions and recognise equivalent fractions.</p>	<p><u>Time</u></p> <p>Read the time to o'clock, half past and quarter past.</p> <p>Solving time word problems.</p> <p><u>Measures- Length/weight</u></p> <p>Begin to understand different units of measure in length e.g. mm/cm/m/g/kg</p> <p>Compare different units of length.</p>	<p><u>2D and 3D shapes</u></p> <p>Identify and name common 2d and 3d shapes.</p> <p>To be able to describe 2d and 3d shapes using mathematical vocabulary.</p> <p>Make 3d shapes using nets.</p>		<p><u>Symmetry</u></p> <p>To be able to identify one line of symmetry in different 2d shapes.</p> <p>To be able to use a mirror to reflect shapes and pictures.</p>
	<p style="text-align: center;">SCIENCE</p>	<p><u>Plants</u></p> <p>Label parts of a plant.</p>	<p><u>Plants</u></p> <p>Know that plants need water, light and suitable temperature to grow.</p>	<p><u>Plants</u></p> <p>Plan an experiment and predict what will happen to seeds growing in the dark, without water and in sand.</p> <p>Monitor and make observations over several weeks.</p>		<p><u>Animals including humans</u></p> <p>Find out and describe the basic needs of animals including humans.</p> <p>Compare these</p>	<p><u>Animals including humans</u></p> <p>Describe how a human grows and changes noticing that humans have offspring which grow into adults.</p>

					needs to that of a plant.		
COMPUTING	<p><u>Use technology purposefully to manipulate digital content</u> Creating a fact sheet - moving text around. Creating a fact sheet – creating pictures.</p>						
PSE	<p>To understand the importance of communication and listening. To introduce discussion of the danger from strangers and the importance of making good decisions. To develop an understanding of hazards and how they can be avoided/ dealt with. To understand the dangers caused by the sun. To understand how we can make ourselves safe by covering up and applying sun cream. To understand that summer is a time for growing both personally and in nature.</p>						
R.E.	<p>Why are some things special? Looking at things that are special and scared in different religions. Why are they special to people? What is special to you?</p>						
THEMATIC CURRICULUM	<p>'Oh I do like to be besides the seaside' Seasides in the past and present</p>	<p>History Know the features of a seaside resort.</p>	<p>History To understand that the seaside was different 100 years ago.</p>	<p>Art To understand what a sculpture is and explore this form of art. History Know how people entertained themselves at the seaside in the past.</p>	<p>Art To create a sculpture using soap. History Know how people travelled to the seaside in the past.</p>	<p>Geography To be able to name and investigate places on a map.</p>	<p>Trip to Broadstairs</p>

DT	Practise sewing using binca.	Explore different styles of puppet and puppets from around the word.	Design our own hand puppet, thinking about what we will need.	Cut out a template for our hand puppets.	Use our sewing skills to sew our two templates together and then add material and features to our puppets.		Evaluate our hand puppets. What went well? What would we change next time?
P.E. AND GAMES	<u>Games</u> Throw and kick a ball with increasing accuracy.	<u>Games</u> Stop and control a moving ball with control and accuracy.	<u>Games</u> Aim and hit targets and use skills in a small group game.	<u>Games</u> Pass a ball while moving. Pass a ball through a wide target to their partner.	<u>Games</u> Defend a target to stop other people scoring.	<u>Games</u> Invent their own scoring game using apparatus and skills acquired in earlier sessions.	