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Literacy Theme	Ug Boy Genius of the Stone Age by Raymond Briggs		Stone Age Boy by Satoshi Kitamura			How to wash a woolly mammoth by Michelle Robinson		Non-chronological report about pre- historic beasts	
Written Outcomes	<ul style="list-style-type: none">• 'Tell Me' grid• Predictions and inferences• Drawing and annotating - character description	<ul style="list-style-type: none">• Role on the wall.• Baseline writing assessment - re-telling of UG as a diary entry.	<u>Guided writing</u> - writing effective sentences for an adventure story, using: <ul style="list-style-type: none">• Adjectives, precis verbs, repletion & feeling• Complex sentences, prepositions & repetition• Adverbial phrases, descriptive noun phrases & direct speech• Complex sentences, onomatopoeia & alliteration.	<u>Guided writing</u> - writing effective sentences for an adventure story, using: <ul style="list-style-type: none">• Time adverbials, three 'ing' verbs & similes• Time adverbials, action & similes, action & onomatopoeia• Precise verbs, repetition for effect, imagining & exclamation marks• Effective noun phrases, synonyms & repletion for effect.	Identifying modelled skills within coaching model (example of adventure story). <u>Independent writing:</u> Co-constructing success criteria, planning, writing and editing story.	Reading and discussing text: To participate in a discussion about a text. To retrieve and record information from non-fiction.	<ul style="list-style-type: none">• Using a range of imperative verbs to begin to explain the possible ways of cleaning the different parts of a mammoth.• Using prepositions of time and place - writing a list of equipment and sentences with a preposition to explain a detail about where or how it should be used.• Reading and following written instructions to create a woolly mammoth model.• Identifying the features of instructional texts.	<ul style="list-style-type: none">• Planning a set of instructions.• Writing an instructional text.• Editing and evaluating writing.• Publishing writing - integrating visual devices.	<ul style="list-style-type: none">• Identify the features of a non-chronological text• Research information about pre-historic beasts• Plan a non-chronological text by organising my facts into subheading/sections• Write a non-chronological text about pre-historic beasts.
SPaG Focus	<ul style="list-style-type: none">• What makes a sentence?	<ul style="list-style-type: none">• Full stops, capital letters, exclamation marks, question marks.	<ul style="list-style-type: none">• Expanded noun phrases.	<ul style="list-style-type: none">• What makes a question?• What makes a command?• What makes an exclamation?• What makes a statement?	<ul style="list-style-type: none">• Coordination using or, and, but.• Subordination using when, if, that, or, because	<ul style="list-style-type: none">• Commas to separate items in a list.• Apostrophes for contraction.	<ul style="list-style-type: none">• Apostrophes for singular possession.	<ul style="list-style-type: none">• Present and past tense.	
Guided Reading focus	Transition/PSHE: <ul style="list-style-type: none">• Picture book - The Colour Monster• Picture book - Lucy's Blue Day• Lyrics - Try Everything		The pebble in my pocket by Meredith Hooper						
	The Pebble in my Pocket: pages 1-5		The Pebble in my Pocket: pages 6-7	The Pebble in my Pocket: pages 7-10	The Pebble in my Pocket: pages 11-16	The Pebble in my Pocket: pages 17-20	The Pebble in my Pocket: pages 21-24	The Pebble in my Pocket: pages 25-32	

History	Stone Age to Iron Age: How did the discoveries of Bronze and Iron change the lives of people in Prehistoric Britain?				
	What is prehistory? WALT: understand and discuss prehistory (knowing that history is the study of the past and changes over time within human society)	What was life like during the Palaeolithic period of the Stone Age? WALT: use historical sources to understand the Palaeolithic period	What was life like during the Mesolithic period of the Stone Age? WALT: use historical sources to understand the Mesolithic period	What was life like during the Neolithic period of the Stone Age? WALT: use historical sources to understand the Neolithic period	What was life like in The Bronze and Iron Age? WALT: understand how daily life changed in the Bronze and Iron Age
Computing	Computing systems and networks - How does the internet work?				
	What is a network? WALT: understand what a network is and understand our school network	What is a file's journey? WALT: understand how information moves around a network	What is a website's journey? WALT: understand how the internet works and explain a website's journey	What is the role of a router? WALT: understand the purpose and role of a router	What is the role of a packet? WALT: understand the purpose and role of packets
Art	Drawing and Painting - What is prehistoric art and what was its purpose?				
	What is prehistoric art? WALT: understand the purpose of prehistoric art and explore it (developing a sense of proportion)	What is proportion and scaling up? WALT: scale up our drawings and use charcoal to draw	What is a prehistoric palette? WALT: make our own paints to create a prehistoric palette	How can we apply our findings to finalise our design? WALT: paint a prehistoric animal picture	How has prehistoric art influenced a modern artist? WALT: evaluate how prehistoric art has influenced a modern artist - Caroline Ross
Music	Ballads - What is a ballad and how should it be performed?				
	What is a ballad? WALT: sing a ballad and explain what it is	How can we perform a ballad with style? WALT: perform a ballad with an understanding of style	What is the story behind the song? WALT: understand that ballads tell a story	How can we write our own lyrics? WALT: write lyrics for a ballad	How can we work collaboratively to perform a ballad? WALT: take part in a group performance
RE	L2.10 How do festivals and family life show what matters to Jewish people?				
	What is worth celebrating? What do Jewish families celebrate every week? WALT: describe how Jews show their beliefs through the marking of Shabbat	Why do Jewish people celebrate Rosh Hashanah and Yom Kippur? WALT: understand why Rosh Hashanah and Yom Kippur is celebrated	Why is Pesach important for Jewish people? WALT: understand how and why Jewish people show their beliefs at Pesach	Why are commandments and blessings important to Jewish people? WALT: understand how Jewish people show the importance of the words of the Torah	How can we link Jewish blessings and commandments to our own lives? WALT: understand how and why we can show the importance of being grateful

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	Number and place value				Addition and Subtraction			
Maths	<ul style="list-style-type: none"> Represent numbers to 100 Partition numbers to 100. Number line to 100. 	<ul style="list-style-type: none"> Hundreds. Represent numbers to 1000. Partition numbers to 1000. Flexible partitioning of numbers to 1000. 	<ul style="list-style-type: none"> Hundreds, tens, ones. Find 1, 10 or 100 more or less. Number line to 1000 Estimate on a number line to 1000. 	<ul style="list-style-type: none"> Compare numbers to 1000. Order numbers to 1000. Count in 50s. End of unit assessment. 	<ul style="list-style-type: none"> Apply number bonds within 10. Add and subtract 1s. Add and subtract 10s. Add and subtract 100s. 	<ul style="list-style-type: none"> Spot the pattern. Add 1s across a 10. Add 10s across a 100. Subtract 1s across a 10. 	<ul style="list-style-type: none"> Subtract 10s across a 100. Make connections. Add two numbers (with no exchange). Subtract two numbers (with no exchange). 	<ul style="list-style-type: none"> Add two numbers (across a 10). Add two numbers (across a 100). Subtract two numbers (across a 10). Subtract two numbers (Across a 100).
Science	Forces and Magnetism - How do forces make objects move?							
	What is a force? WALT: compare how different things move	How do things move on different surface? WALT: compare how things move on different surfaces	How do magnetic forces work? WALT: explore how magnetic forces act at a distance	How do magnets attract and repel? WALT: predict whether two magnets will attract or repel each other	Are all materials magnetic? WALT: identify magnetic materials	Are all magnets the same strength? WALT: predict how magnets behave, using our understanding		
PE	PPA cover - Friday afternoons - Dribbling to Invade (Hockey & Football)							
French	Where are French speaking countries on a map? How do I say how I feel, count and say colours in French?							
	How do I read and pronounce certain graphemes in French? WALT: recognise and use the graphemes ch, on, ou, oi	Where is French spoken in the world? WALT: locate France, some French cities and French-speaking countries.	European Day of Languages	Where is French spoken in the world? WALT: locate France, some French cities and French-speaking countries.	How do we greet each other in French? WALT: greet each other in French. WALT: ask and answer the question, 'ça va?'	How do I ask and answer the question, 'What is your name?' WALT: ask and answer the question 'Comment tu-t'appelles ?' (What is your name?) in French.		

Me and My Relationships - How can we look after ourselves and our relationships?

PSHE

What are the qualities of friendship?

Friends are Special -

Children will be able to:

- Identify qualities of friendship;
- Suggest reasons why friends sometimes fall out;
- Rehearse and use, now or in the future, skills for making up again.

How can we solve a problem?

link

Children will be able to:

- Rehearse and demonstrate simple strategies for resolving given conflict situations.

Why do we have rules?

As a rule -

Children will be able to:

- Explain why we have rules;
- Explore why rules are different for different age groups, in particular for internet-based activities;
- Suggest appropriate rules for a range of settings;
- Consider the possible consequences of breaking the rules.

How do we show respect by listening to others?

Thunks -

Children will be able to:

- Express opinions and listen to those of others;
- Consider others' points of view;
- Practise explaining the thinking behind their ideas and opinions

What is a dare?

Dan's Dare -

Children will be able to:

- Explain what a dare is;
- Understand that no-one has the right to force them to do a dare;
- Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.