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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, precise verbs, repetition & 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.
Guided Reading (HW)	<i>Transition/PSHE:</i> <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 are computers connected?				
	How does a digital device work? WALT: explain how digital devices function	What parts make up a digital device? WALT: identify input and output devices	How do digital devices help us? WALT: recognise how digital devices can change the way that we work	How am I connected? WALT explain how a computer network can be used to share information	How are computers connected? What does our school network look like? WALT: explore how digital devices can be connected
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	L2.2 What might Christians learn from the Old Testament about how to live?				

	<p>Why is the Old Testament important to many Christians?</p> <p>WALT: understand why the OT is important to many Christians</p>	<p>What might Christians learn about how to live from an Old Testament story?</p> <p>WALT: understand how Joseph's story highlights the important of trust and faith in God's plan</p>	<p>How might the story of Moses teach Christians today about how to live?</p> <p>WALT: understand how the story of Moses shows faith and obedience to God</p>	<p>What are the 10 commandments and what might a Christian learn from them?</p> <p>WALT: understand why the 10 commandments are important</p>	<p>How might Christians live due to teachings in the old and new testaments?</p> <p>WALT: understand how Christians show love for God and neighbours</p>	<p>How might different churches live out teachings in the old and new testaments?</p> <p>WALT: understand how Christian live out teachings in the Bible</p>
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	Number and place value				Addition and Subtraction			
Maths (HW)	<ul style="list-style-type: none">Represent numbers to 100Partition numbers to 100.Number line to 100	<ul style="list-style-type: none">HundredsRepresent numbers to 1000Partition numbers to 1000Flexible partitioning of numbers to 1000	<ul style="list-style-type: none">Hundreds, tens, onesFind 1, 10 or 100 more or lessNumber line to 1000Estimate 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).
Maths (LH)	<ul style="list-style-type: none">Turns and Angles	<ul style="list-style-type: none">Right Angles	<ul style="list-style-type: none">Compare Angles	European Day of Languages	<ul style="list-style-type: none">Measure and Draw Accurately	<ul style="list-style-type: none">Horizontal and vertical	<ul style="list-style-type: none">Parallel and Perpendicular	INSET DAY
Science	Animals including humans – skeletons – How do skeletons provide support, protection and movement?							
	<p>What are the bones in a human body?</p> <p>WALT: name and identify bones in the human body</p> <p>Ribcage Spine Skull Pelvis Femur</p>	<p>What is the function of a skeleton?</p> <p>WALT: understand the functions of the skeleton</p> <p>Protection Movement Support</p>	<p>How are human skeletons similar or different to other mammals?</p> <p>WALT: name and identify bones in a range of animals</p> <p>Mammal Bird Fish Amphibian Reptile</p>	<p>What is the function of an exoskeleton?</p> <p>WALT: identify animals with and without a spine</p> <p>Spine Antennae Insect Exoskeleton</p>	<p>Are all skeletons the same?</p> <p>WALT: understand that animals have different skeletons</p> <p>Skeleton Exoskeleton</p>			
PE (Coach Scott)	PPA cover - Thursday afternoons - Games							

French (LH)	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.	INSET DAY	
PSHE (LH)	Me and My Relationships - How can we look after ourselves and our relationships?							
	What are the qualities of friendship? WALT: - Identify qualities of friendship; - Suggest reasons why friends sometimes fall out; - Rehearse and use, now or in the future, skills for making up again. *Set up class PSHE Ground Rules*	How can we make up when we fall out? WALT: - Identify people who they have a special relationship with; - Suggest strategies for maintaining a positive relationship with their special people.	How can we solve a problem? WALT: - Rehearse and demonstrate simple strategies for resolving given conflict situations.	European Day of Languages	Why do we have rules? WALT: - 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? WALT: - 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? WALT: - 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.	INSET DAY