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Text	The Enormous Turnip Talk 4 Writing 3 weeks			Bean Plant Diary X 2 weeks		Plants DK	'If I Were King' A.A Milne
Written Outcomes	WALT: identify key features of traditional tales WALT: create a story map including a variety of adverbials of time. Retell the story using the map and story making actions Sequence a simple narrative with a beginning, middle and end	WALT: Create an innovated story including a new character and the language of traditional tales; start sentences in different ways sentences and a variety of ways to start sentences to form a simple narrative	WALT: create an invented traditional tale including a variety of ways to start sentences to form a simple narrative	WALT: write a set of instructions to grow a broad bean WALT: create a broad bean diary	WALT: continue to create a Broad Bean Diary	WALT: create a simple information book about plants (TAP's science)	WALT: read and perform a rhyming poem WALT: innovate a poem 'Kind Hands'
Literacy Theme	Fiction Traditional tales	Fiction Traditional tales	Fiction Traditional tales Traditional story language	Non-fiction Instructions	Non-fiction Non-chronological report Non-fiction devices and features How to title ,numbers, imperative verbs, short and clear instructions	Non-fiction Non-chronological report Non-fiction devices and features Labels, diagrams, captions, lists and arrows	Poetry Rhyming poem Performance poetry

<p>Reading for Pleasure RfP</p>	<p>Mighty Maddie: Comparing Weights by Stuart J Murphy So Light, So Heavy by Susanne Strasser A Beach For Albert: Capacity by Eleanor May.</p>	<p>Poems Out Loud Various Poets & Laurie Stansfield Poetry</p>	<p>Harry's Hazelnut Ruth Parsons</p>	<p>The Big Book of Blooms Yuval Zommer Non-fiction Picturebook</p>	<p>David Attenborough Little People, Big Dreams</p>	<p>Michael Rosen Chocolate Cake</p>	<p>A.A Milne If I were King</p>
<p>Guided Reading</p>	<p>We are working on: Vocabulary What does the word mean in this sentence?? Inference Why did happen? Prediction Looking at the cover and the title, what do you think this book is about? Explaining What do you like about this text? Retrieval Which is your favourite/worst/ funniest/scariest part of the story? Summarising Can you sequence the key moments in this story?</p>						
<p>History/ Geography </p>	<p>Key Question: What is it like to live in Shanghai?</p>						
<p>What can we see in our local area? WALT: recognise physical and human features directional language harbour human feature physical feature</p>	<p>Can we map our local area? WALT: draw a sketch map city compass human feature key map north physical feature symbol</p>	<p>Where in the world is China? WALT: name and locate some continents on a world map atlas continent country land map ocean</p>	<p>What can you see in China? WALT: identify physical and human features of a non-European country city continent country desert human feature physical feature</p>	<p>What is Shanghai like? WALT: describe what it is like in Shanghai city human feature metro physical feature port skyscraper</p>	<p>How is Shanghai different to our local area? WALT: compare Shanghai to a small area of the UK city different human feature physical feature similar</p>		
<p>Computing</p>	<p>Key Question: Online Safety- How can we stay safe online?</p>						


	<p>What is the internet and how can it be used? WALT: know what the internet is and how to use it safely</p> <p>respect online communicate kind unkind internet internet safety online safety devices</p>	<p>How can using the internet affect my mood and the way I feel? WALT: understand different feelings when using the internet</p> <p>instructions computer internet connection predict internet safety online safety respect kind</p>	<p>How and why do we need to be kind and sensible to others online? WALT: understand how to treat others, both online and in-person</p> <p>instructions computer internet connection predict internet safety online safety respect kind</p>	<p>Which information is appropriate to share and post online and which information is not? Can you explain why? WALT: understand the importance of being careful about what we post and share online</p> <p>instructions computer internet connection predict internet safety online safety respect digital footprint</p>		
<p>Art and DT</p> 	<p>Key Question: How do I apply my painting and printing skills techniques to create a painted plate?</p>					

<p>Painting and mixed media: Colour splash</p>	<p>What other colours can you make using the three primary colours? WALT: investigate how to mix secondary colours IAT: name the primary colours: red, yellow and blue. IAT: mix primary colours to make secondary colours. IAT: say which two primary colours are needed to mix each of the secondary colours blend mix primary colours secondary colours</p>	<p>What is similar or different about your own artwork and Johns' work? WALT: apply knowledge of colour mixing when painting IAT: use primary colours to paint IAT: mix primary colours to make secondary colours IAT: choose a suitable brush for the marks I want to make Jasper Johns brush marks impasto (thick way) apply marks</p>	<p>How can you make a clear print? WALT: explore colour when printing IAT: use a variety of colours in my printing. IAT: create new colours by overlapping prints IAT: work carefully and accurately when making my patterns kaleidoscope pattern shape space texture</p>	<p>How could I make the green lighter or darker? WALT: experiment with paint mixing to make a range of secondary colours IAT: mix two primary colours to make shades of a secondary colour IAT: mix at least five different shades of my chosen secondary colour IAT: use my five mixed colours to create patterns hue shade lighter darker</p>	<p>What do you know about Clarice Cliff and how can you describe the 'Circle Tree' plate design? WALT: apply their painting skills when working in the style of an artist IAT: mix secondary colours. IAT: choose to paint with colours that look good next to each other IAT: describe my plate and compare it to others concentric circles design paint silhouette</p>	
<p>Music</p> 	<p>Key Question: Developing Pitch and Tempo (Theme: Superheroes) How can we develop our understanding of pitch and tempo to perform as a group?</p>					
	<p>What is 'pitch'? WALT: understand the concept of pitch pitch high low</p>	<p>How can I create, sing or play a pattern using two pitches? WALT: create a pattern using two pitches Pitch pattern</p>	<p>What does 'tempo' mean? WALT: understand the concept of tempo tempo pitch</p>	<p>How can I compose and perform as part of a group? WALT: create a superhero theme tune pitch tempo performance</p>	<p>How can we make our performances better? WALT: perform confidently as part of a group pitch tempo performance accelerando</p>	
<p>RE Gloucestershire</p>	<p>1.9 Key Question: How should we care for the world and for others, and why does it matter?</p>					

<p>Agreed Syllabus</p>	<p>Is each person unique and important? WALT: identify a story or text that says something about each person being unique and valuable unique valuable</p>	<p>As all people are valuable and unique how should we treat them? WALT: give an example of a key belief some people find in one of these stories (e.g. that God loves all people) teachings responsibility friendship</p>	<p>Can you retell the story and explain what it tells Christians and Jews about the world? WALT: Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world natural world responsibility</p>	<p>How do people show that they care for others? What do these stories show that Christians believe Jesus thought about caring? WALT: give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Responsibility The Good Samaritan The four friends</p>	<p>How and why do Christians show they love and care for the world? WALT: Give examples of how Christians and Jews can show care for the natural earth WALT: Say why Christians and Jews might look after the natural world. natural world belief difference</p>	<p>What matters about being in a community? WALT: Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their choices.</p>
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Maths	Fractions		Position and direction	Number Place Value (Within 100)		Money	Time
Maths - Continuous	Calculation: Addition and Subtraction, Number bonds, place value including part/whole models						
Science Plants	<i>Key Question: Where does my food come from?</i>						
	How many different types of plant are there? WALT: some plants can be grown and eaten for food IAT: plant seeds and carefully observe changes in growth over time seed crop fruit vegetable farmer edible observe fast sprouting	Which part of the plant can you eat? WALT: apply knowledge to match the fruit or vegetable with the images of the correct field crop	What have I planted and grown this year? WALT: create ideas for meals using a variety of commonly grown fruit and vegetables plan plant seed crops cook	What can you cook with what you have grown? WALT: create a simple plant-based meal using ingredients they have grown over the year ingredients create change			
	<i>Key Question: Can I use fundamental skills in a striking and fielding game?</i>						

<p>Partner Games (Strike & Field) (Pro-stars Sport's coaching</p>	<p>Can use a variety of equipment in a team game? WALT: work collaboratively with a partner</p> <p>use a range of small equipment</p>	<p>Can I display throwing skills to a partner with accuracy? WALT: work collaboratively with a partner</p> <p>throw to a partner with developing accuracy</p>	<p>Can I mirror a partner's basic actions? WALT: be able to 'mirror' a partner's movements</p> <p>use a range of small equipment</p>	<p>Can I mirror more complex actions and movements? WALT: be able to listen and observe</p> <p>be able to 'mirror' a partner's movements</p>	<p>Can I work collaboratively in groups to achieve set goals? WALT: be able to listen and observe</p> <p>work collaboratively with a partner</p>
<p>Athletics - FUNdamentals</p>	<p>Key Question: What are fundamental skills?</p>				
<p>IAT: understand how to change direction, levels and speed IAT: develop understanding of how we can use our body to improve performance IAT: develop skills in preparation for Athletic style events IAT: develop range of skills for distance and accuracy</p>	<p>What can influence running speed? WALT: develop a range of skills associated with Athletics</p>	<p>How does running speed change when avoiding obstacles? WALT: develop a range of skills associated with Athletics</p>	<p>How can I throw for distance? WALT: develop a range of skills associated with Athletics</p>	<p>Can I throw with accuracy instead of power? WALT: develop a range of skills associated with Athletics</p>	<p>How can I jump for height not distance? WALT: develop a range of skills associated with Athletics</p>
<p>PSHE</p>	<p>Key Question: Rights and Responsibilities-How can I look after myself and my environment?</p>				

<p>  My Money Week Date TBC </p>	<p> -Taking care of things: My self My money My environment Scarf lesson title: Around and About the School Can you think of a <i>change</i> to the environment which will made it a better place for everyone? What ideas do you have for looking after that part of the environment? </p> <ul style="list-style-type: none"> WALT: identify what they like about the school environment IAT: recognise who cares for and looks after the school environment. <p>environment improve</p>	<p> Scarf lesson title: Harold has a Bad Day Does our behaviour only affect us? Who else does it affect? </p> <ul style="list-style-type: none"> WALT: recognise how a person's behaviour (including their own) can affect other people. <p>Feel Emotion behaviour</p>	<p> Scarf lesson title: Taking care of something What needs do we all share and who is accountable for meeting our needs? </p> <p>WALT: demonstrate responsibility in looking after something (e.g. a class pet or plant)</p> <p>IAT: explain the importance of looking after things that belong to themselves or to others.</p> <p>Responsibility Look after responsible</p>	<p> Scarf lesson title: Harold's Money What is money and where does money come from? </p> <ul style="list-style-type: none"> WALT: explain where people get money from IAT: list some of the things that money may be spent on in a family home <p>Money spending</p>	<p> Scarf lesson title: Ways to look after our money How should we look after our money? </p> <ul style="list-style-type: none"> WALT: recognise that different notes and coins have different monetary value; IAT: explain the importance of keeping money safe; IAT: identify safe places to keep money; IAT: understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). <p>Saving Safe Notes coins</p>
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