



Topic driver: British Woodlands								
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Read Aloud Book	<b>The Owl who was afraid of the dark Jill Tomlinson</b>	<b>The Owl who was afraid of the dark Jill Tomlinson</b>	<b>The Owl who was afraid of the dark Jill Tomlinson</b>	<b>The diary of a Killer Cat Anne Fine</b>	<b>The diary of a Killer Cat Anne Fine</b>	<b>The diary of a Killer Cat Anne Fine</b>	<b>Oliver Jeffers focus: Lost and Found</b>  <b>The way Back Home</b>	<b>Up and Down Stuck</b>  <b>The days the Crayons Quit</b>
Guided Reading	Fiction  1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Fiction  1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Non-Fiction – Habitats Cross Curricular  1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Sneaky Peak	Non-Fiction – Habitats Cross Curricular  1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Fiction  1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and info. 1c: Identify and explain the sequence of events in texts. 1d: Make inferences from the text. 1e: Predict what might happen on the basis of what has been read so far.	Poetry  Treasure  1a, I can use words to explain a poem. I can read a poem using pace and rhythm. I can explain the pictures the poet is drawing.	Sneaky Peak
Writing	Owl Babies  Write a setting –a forest description  In role as a baby owl – using sense writing sentences (about being scared and how to make themselves feel better)  Learn by heart story and add extra thoughts, dialogue and wishes – ext. ending (Oral rehearsal/drama/small world)	Owl Babies  To box up the story  To write the beginning  To edit the beginning	Owl Babies  To write the middle  To edit the middle  To write the end  To edit the end	Assessment Week	Fox babies  To Box up new story- Fox babies  To retell/learn by heart/drama  Add to plan	Fox babies  To write the beginning  To edit the beginning  To write the middle  To edit the middle	Fox babies  To write the end  To edit  To edit the end	Letters to Father Christmas  Christmas Poetry



<p>Maths</p>	<p><b>Measuring Length</b></p> <ul style="list-style-type: none"> <li>Use standard units when measuring</li> <li>Compare and order length in metres (using &lt;, &gt; and =)</li> <li>Use a ruler to measure length in centimetres</li> <li>Compare and order length in centimetres (using &lt;, &gt; and =)</li> <li>Use a ruler to measure lines</li> <li>Use a measuring tape to measure in centimetres</li> <li>Use a ruler to draw lines with specified length</li> <li>Solve word problems involving length</li> </ul>		<p><b>Graphs</b></p> <ul style="list-style-type: none"> <li>Represent and interpret data using a pictogram and table</li> <li>Represent and interpret data using a block diagram and table</li> <li>Represent and interpret data using a tally chart and scaled pictogram</li> <li>Represent and interpret data using a tally chart and scaled block diagram</li> <li>Interpret data from scaled pictograms and block diagrams</li> </ul>	<p><b>Multiplication and division 2, 5, 10</b></p> <ul style="list-style-type: none"> <li>Use the multiplication symbol</li> <li>Identify that multiplication is commutative</li> <li>Use the division symbol when sharing</li> <li>Use the division symbol when grouping</li> <li>Explore representations of division problems</li> <li>Find related multiplication and division facts</li> <li>Calculate multiplications of two by skip counting</li> <li>Explore representations of multiplication problems</li> <li>Relate multiplying by two to doubling</li> <li>Calculate multiplications of five by skip counting</li> <li>Calculate multiplications of ten by skip counting</li> <li>Spot patterns in the 2, 5 and 10 multiplication tables</li> <li>Solve multiplication and division problems</li> </ul>			<p><b>Time</b></p> <ul style="list-style-type: none"> <li>To know the number of hours in one day</li> <li>To know that there are 60 minutes in one hour</li> <li>To be able to tell the time quarter past on an analogue clock</li> <li>To be able to tell the time quarter to on an analogue clock</li> <li>To be able to tell the time on an analogue clock with five minute intervals</li> <li>To be able to sequence daily events</li> <li>To calculate durations of time in minutes</li> <li>To calculate durations of time in minutes and hours</li> </ul>	
<p>Science - Habitats</p>	<p>To be able to explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>To be able to ask simple questions and recognise that they can be answered in different ways.</p>	<p>To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>To be able to observe closely.</p>	<p>To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	<p>To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>To be able to gather and record data to help answer a question.</p>	<p>To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>To be able to record data in a tally chart.</p> <p>To be able to record data in a bar chart.</p>	<p>To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>To be able to record data in a tally chart.</p>	<p>To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	



<p><b>Geography</b></p> <p><u>Urban and rural Geographical skills and fieldwork</u></p> <p><u>Urban and rural Key Concepts</u> Changes in living memory (linked to aspects of national life where appropriate)</p>		<p>-Use aerial images and other models to create simple plans and maps, using symbols</p>	<p>-Use simple fieldwork and observational skills to study the immediate environment</p>	<p>-British Woodland -Studies into British Woodlands</p>	<p>-Looking and identifying different forests in different parts of UK. (Atlas work, world maps</p>	<p>Changes in living memory (linked to aspects of national life where appropriate)</p>	<p>Changes in living memory (linked to aspects of national life where appropriate)</p>	
<p>Computing</p>	<p><b>Digital literacy</b></p> <p>Computer Literacy</p> <p>games</p> <p><i>Selects and uses technology for particular purposes</i></p> <p>(BusyThings)</p> <p>Science Minibeasts</p>	<p><b>Digital literacy</b></p> <p>Computer Literacy</p> <p>games</p> <p><i>Selects and uses technology for particular purposes</i></p> <p>(BusyThings)</p> <p>Science Common Flowers</p>	<p><b>Digital literacy</b></p> <p>Computer Literacy</p> <p>games</p> <p><i>Selects and uses technology for particular purposes</i></p> <p>(BusyThings)</p> <p>Science Common Trees</p>	<p><b>Digital literacy</b></p> <p>Computer Literacy</p> <p>games</p> <p><i>Selects and uses technology for particular purposes</i></p> <p>(BusyThings)</p> <p>Science- Deciduous or evergreen</p>	<p><b>Digital literacy</b></p> <p>Computer Literacy</p> <p>games</p> <p><i>Selects and uses technology for particular purposes</i></p> <p>(BusyThings)</p> <p>Geography- British national parks</p>	<p><b>Digital literacy</b></p> <p>Computer Literacy</p> <p>games</p> <p><i>Selects and uses technology for particular purposes</i></p> <p>(BusyThings)</p> <p>Maths - Graphs</p>	<p><b>Digital literacy</b></p> <p>Computer Literacy</p> <p>games</p> <p><i>Selects and uses technology for particular purposes</i></p> <p>(BusyThings)</p> <p>Maths – Multiplication &amp; Division</p>	<p><b>Digital literacy</b></p> <p>Computer Literacy</p> <p>games</p> <p><i>Selects and uses technology for particular purposes</i></p> <p>(BusyThings)</p> <p>Maths - Time</p>
<p>RE- Creation</p>	<p>What is creation?</p>	<p>What do Jews, Christians and Muslim's tell about how the world began?</p>	<p>What do Jews, Christians and Muslim's tell about how the world began? (Adam and Eve)</p>	<p>Understand how Christians try and look after the world</p>	<p>What story do Hindu's tell about how the world began?</p>	<p>Understand how to represent a creation story creatively.</p>	<p>Talk about the different stories that you have learned. How do you think the world began? Can we really know? Do you all have the same ideas?</p> <p>(Be creative and think originally)</p>	



							<ul style="list-style-type: none"> <li>•Use a P4C enquiry to collect the children's questions that make people wonder about how the world began</li> </ul> <p>CROSS CURRICULAR- PSHEE</p>	
Music	Christmas performance rehearsals							
Art & Technology			Create a habitat and make animals who live in that habitat.	Split pin owls & penguins	<p>Christmas crafts</p> <p>Moving cards</p> <p>Christmas/Winter crafts</p>			Creative Homework project – Creating a Tudor house inspired by 'The Great Fire of London' Silhouettes based on The Fire of London
PSHE	<b>Lesson 1</b> – How our Brain Works	<b>Lesson 2</b> – Mindful Awareness	Anti- Bullying Week	<b>Lesson 3</b> – Focussed Awareness	<b>Lesson 4</b> – Mindful Listening	<b>PATHS Unit 3:</b> Feelings and Behaviours	<b>Unit 4:</b> Self-Control and Anger Management	
PE	Christmas performance rehearsals (dance)							

Trip	Horniman Museum Trip Cinema trip Into Film Festival
Visitor	