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| Topic driver: Happily Ever After? | | | | | | | |
| Subject | Week 1  Class book: Grimm fairy Tales/ The sleeper and the spindle | Week 2  Class book: Grimm fairy Tales/ The sleeper and the spindle | Week 3  Class book: Grimm fairy Tales/ The sleeper and the spindle | Week 4  Class book: Grimm fairy Tales/ The sleeper and the spindle | Week 5  Class book: Grimm fairy Tales/ The sleeper and the spindle | Week 6  Class book: Grimm fairy Tales/ The sleeper and the spindle | Week 7  Class book: Grimm fairy Tales/ The sleeper and the spindle |
| Reading | **Sleeping Beauty**  **Sneaky Peek: Wizard of Oz**  2a: Give/explain the meaning of words in context.  2b: Retrieve and record information/identify key details from fiction and non-fiction.  2c: Summarise main ideas from more than one paragraph.  2d: Make inferences from the text/explain and justify inferences with evidence from the text  2e: Predict what might happen from details stated and implied.  2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole.  2g: Identify explain how meaning is enhanced through choice of words and phrases.  2h: Make comparisons within the text. | **Non-Chronological reports**  2b: Retrieve and record information/identify key details from fiction and non-fiction.  2c: Summarise main ideas from more than one paragraph. | Assessment week  2a: Give/explain the meaning of words in context.  2b: Retrieve and record information/identify key details from fiction and non-fiction.  2c: Summarise main ideas from more than one paragraph.  2d: Make inferences from the text/explain and justify inferences with evidence from the text  2e: Predict what might happen from details stated and implied.  2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole.  2g: Identify explain how meaning is enhanced through choice of words and phrases.  2h: Make comparisons within the text. | **Narrative & Poetry**  **The long walk Fire and prints**  2a: Give/explain the meaning of words in context.  2b: Retrieve and record information/identify key details from fiction and non-fiction.  2g: Identify explain how meaning is enhanced through choice of words and phrases.  2d: Make inferences from the text/explain and justify inferences with evidence from the text | Sneaky Peek: Dinoworld  2a: Give/explain the meaning of words in context.  2b: Retrieve and record information/identify key details from fiction and non-fiction.  2c: Summarise main ideas from more than one paragraph.  2d: Make inferences from the text/explain and justify inferences with evidence from the text  2e: Predict what might happen from details stated and implied.  2f: Identify/ explain how info/narrative content is related and contributes to meaning as a whole.  2g: Identify explain how meaning is enhanced through choice of words and phrases.  2h: Make comparisons within the text. | **Poetry**  **The listeners**  2a: Give/explain the meaning of words in context.  2b: Retrieve and record information/identify key details from fiction and non-fiction.  2g: Identify explain how meaning is enhanced through choice of words and phrases.  2d: Make inferences from the text/explain and justify inferences with evidence from the text | **Poetry week-**  **Sonnet 18 by Shakespeare**  **Red Red Rose by Robert Burns**  **Christmas poetry**  2a: Give/explain the meaning of words in context.  2b: Retrieve and record information/identify key details from fiction and non-fiction.  2g: Identify explain how meaning is enhanced through choice of words and phrases.  2d: Make inferences from the text/explain and justify inferences with evidence from the text |
| Writing | **Narrative**  To mind map Snow White  To mind map Sleeping Beauty  To write a concise blurb | **Narrative**  To plan, write and edit a character description | **Narrative**  To plan, write and edit ‘action, dialogue description’ section of narrative | **Narrative**  To plan, write and edit suspense | **Narrative**  To plan, write and edit guided tour of castle and the tower.  To add a direct address into the tower section of the tour | **Narrative**  To plan, write and edit narrative with flashbacks | **Narrative**  To plan, write and edit narrative with flashbacks |
| Maths | **Fractions**  To recognise equivalent fractions  To order and compare fractions  L.O. To solve reasoning questions involving ordering and comparing fractions | **Fractions**  To add and subtract fractions with different denominators  To add and subtract mixed numbers with different denominators  To multiply fractions  To solve word problems finding fractions of amounts | Assessment Week  Review of:   * place value * four operations * fractions * reasoning questions | **Measurement**  To read and interpret scales on a range of measuring instruments  To convert measurements of length  To convert measurements of capacity and mass  To convert measurements of length, mass and capacity to answer word problems | **Measurement**  To read the time using the 12 and 24 hour clock to the nearest minute and second  To solve word problems using the 12 and 24 hour clock  To read time tables and use this data to solve word problems  To solve problems involving time | **Geometry**  To identify polygons according to their properties.  To name, draw and compare angles  To name, describe all triangles and find missing angles  To find missing angles of polygons  To solve reasoning problems involving polygons | **Geometry**  To calculate the perimeter of composite rectilinear shapes  To calculate the area of irregular shapes by counting squares, including half squares and fractions of squares  To calculate the area of rectangles and squares using a formula  To use the formula L x B to find the area of composite rectilinear shapes in cm and m.  To solve problems using area and perimeter |
| Science | **Electricity:**  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit | **Electricity:**  Compare and give reasons for variations in how components function, including the brightness of bulbs | **Electricity:**  Compare and give reasons for variations in how components function, the loudness of buzzers and the on/off position of switches | **Electricity:**  Use recognised symbols  when representing a  simple circuit in a diagram. | **Electricity:**  Apply learning to creating a burglar alarm | **Electricity**:  Apply learning to creating a burglar alarm | Assessment |
| Geography | **Comparing Jamaica to the United Kingdom**  To locate Jamaica and the Uk on a map | **Comparing Jamaica to the United Kingdom**  To find out what oceans surrounds the islands | **Comparing Jamaica to the United Kingdom**  To find similarities and differences with the coastlines | **Comparing Jamaica to the United Kingdom**  To find similarities with the population and climates | **Comparing Jamaica to the United Kingdom**  To find out where most people live and why? | **Comparing Jamaica to the United Kingdom**  To compare geographical features within both countries including: waterfalls, mountains |  |
| Computing | **3D Modelling**  To use a computer to create and manipulate three-dimensional (3D) digital objects | **3D Modelling**  To compare working digitally with 2D and 3D graphics | **3D Modelling**  To construct a digital 3D model of a physical object | **3D Modelling**  To identify that physical objects can be broken down into a collection of 3D shapes | **3D** **Modelling**  To design a digital model by combining 3D objects | **3D Modelling**  To develop and improve a digital 3D model |  |
| RE | **How do Religions create Celebrations?**  To investigate the reasons for celebrations in different cultures, religions and world views | **How do Religions create Celebrations?**  To investigate different ways of celebrating in Islam | **How do Religions create Celebrations?**  To consider the difference celebrations make in the lives of different Christians | **How do Religions create Celebrations?**  To evaluate what is similar and different between two religions | **How do Religions create Celebrations?**  To consider whether it is right to be part of celebrations outside of a group you belong to | **How do Religions create Celebrations?**  To consider how to make an inclusion celebration |  |
| Spanish | Revision Lesson   * Consolidate numbers, classroom instructions and introduce colours * To imitate and remember specific phonemes when saying colours | Colours   * To recognise and understand the meaning of ‘es’ and ‘y’ * To understand and be able to say 11 colours * To recognise familiar words in written form and experiment with writing short words (colours) * Hear main word classes | Fruits and vegetables   * To encounter the phrase ‘¿Te gusta/te gustan? * Understand and say the names of six fruits in Spanish * Understand and respond to the question ‘¿Es Bueno para la salud?’ * To recognise and respond to sound patterns and words * Recognise that some words occur in both English and Spanish but sound different e.g. chocolate | Fruits and vegetables (continued)   * Understand and respond to the question ‘¿Es Bueno para la salud?’ * To recognise and respond to sound patterns and words   Recognise that some words occur in both English and Spanish but sound different e.g. chocolate   * To make links between some sounds, rhymes and spellings and read aloud familiar words * Discuss and respond to discussion point (healthy foods | Consolidation Lesson   * Consolidate numbers 0-15 * Listen and respond to an authentic Spanish poem and an extended text * Revise pronunciation of ‘c’ and ‘z ‘and the letter string ‘ie’ | Days of the Week   * Participate in reading a story in Spanish and give a physical response to phrases/words * Match sound to the written word and re-order sentences from the text * Copy/write individual words correctly * Know the days of the week | Christmas Lesson   * Know some details of how Christmas is celebrated in Spain * Know five typical items of vocabulary for presents * Write a letter to Father Christmas |
| Music | Ukulele | Ukulele | Christmas concert preparation  Ukulele  Drumming  Singing | Christmas concert preparation  Ukulele  Drumming  Singing | Christmas concert preparation  Ukulele  Drumming  Singing | Christmas concert preparation  Ukulele  Drumming  Singing |  |
| DT |  |  |  | **Electrical Systems:**  Steady hand Games  Children explore what is meant by fit for purpose design and apply this to their own research on children’s toys to evaluate their form and function. | **Electrical Systems:**  Steady hand Games  Children identify the components of a ‘steady hand game’, design their own game and create perspective drawings of their design. | **Electrical Systems:**  Steady hand Games  Children use nets to create the base blocks of their steady hand games, and decorate them in line with their design criteria | **Electrical Systems:**  Steady hand Games  Children make and test their circuits and incorporate them into the bases of their games. |
| PSHE | How our Brain Works | Mindful Awareness | P4C- Law | P4C- Law | P4C- Law | Focussed Awareness | Mindful Listening |
| PE | **Volleyball**  To defend by covering all space.  To throw the ball into undefended areas of the court. | **Volleyball**  To learn how to rally consistently with a partner.  To identify and throw and hit into space to win a point | **Volleyball**  To play a competitive net game in a team  To identify and throw and hit into space to win a point | **Volleyball**  To adapt the principles from similar net games.  To use previous strategies learnt to help outwit your opponent. | **Volleyball**  To use previous strategies learnt to help outwit your opponent.  To learn how to play with and against another team. | **Volleyball**  To learn how to control a beach ball when hitting it to an opponent. To develop strategies in a competitive game of seated volleyball. |  |