

Nocturnal Animals									
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Notes:		
Read aloud text:	READ PM READERS –FOX	ES-Guided plan + other an	 imals over the 3-4 weeks						
Guided Reading	Non-Fiction Foxes PM readers - To draw on knowledge of vocabulary to understand texts. To identify and explain the sequence of events in texts To predict what might happen based on what has been read so far. To retrieve key information from the text. To make inferences from the text	Assessment week KS1 Reading Past Paper 2019 - To draw on knowledge of vocabulary to understand texts. To identify and explain the sequence of events in texts To predict what might happen based on what has been read so far. To retrieve key information from the text. To make inferences from the text	Fiction Frog and toad are Friends- Spring - To draw on knowledge of vocabulary to understand texts. To identify and explain the sequence of events in texts To predict what might happen based on what has been read so far. To retrieve key information from the text. To make inferences from the text	Fiction Frog and toad are Friends- The lost Button  - To draw on knowledge of vocabulary to understand texts. To identify and explain the sequence of events in texts To predict what might happen based on what has been read so far. To retrieve key information from the text. To make inferences from the text	Sneaky Peak KS1 Reading Past Paper 2018 - To draw on knowledge of vocabulary to understand texts. To identify and explain the sequence of events in texts To predict what might happen based on what has been read so far. To retrieve key information from the text. To make inferences from the text	Sneaky Peak KS1 Reading Past Paper 2017 - To draw on knowledge of vocabulary to understand texts. To identify and explain the sequence of events in texts To predict what might happen based on what has been read so far. To retrieve key information from the text. To make inferences from the text			
Writing	Nocturnal animals To collate facts on Bats To write a fact file on Bats To write non- chronological reports on Bats	Nocturnal animals To collate facts on Bats To write a fact file on Bats To write non- chronological reports on Bats	Nocturnal animals To collate facts on Owls To write a fact file on Owls To write non- chronological reports on Owls	Nocturnal animals To collate facts on Owls To write a fact file on Owls To write non- chronological reports on Owls	Nocturnal animals To collate facts on Foxes To write a fact file on Foxes To write non- chronological reports on Foxes	. Nocturnal animals To collate facts on Foxes To write a fact file on Foxes To write non- chronological reports on Foxes			
Maths	<ul><li>Identify right angles</li><li>Recognise lines of s</li></ul>	he number of vertices and	5	<ul> <li>Measures         capacity and         volume:         To be able to         read the         temperature in</li> </ul>		tion, subtraction, , division, and fractions lems.			



	<ul> <li>Describe and create</li> <li>Compare and sort 2</li> <li>Describe the position</li> <li>Give directions from</li> <li>Use the language of</li> <li>Make predictions all</li> </ul>	on the surfaces of 3D shape shape patterns D and 3D shapes on of an object n point A to point B rotation cout rotation ern has been created throu		degree Celsius on a thermometer To be able to take and read the temperature in degree Celsius To understand the concept of litres To estimate and measure in litres To solve word problems that involve litres To understand the concept of millilitres To compare millilitres and litres using fractions To be able to compare and order millitlitres and litres To apply number bonds and derive related facts to 1000 To solve word problems about capacity and volume	To show work strategies.	king out using different	
	20.1.10			•		I	
Science	Material 2 Are bricks absorbent?	Materials 2 Melting and moulding	Material 2 Testing Rigidity	Materials 2 Tough and Flexible	Materials 2 Which is the strongest Paper?	Materials 2 Strongest Paper	
	Think about hard materials and their absorbent properties. Which building materials are absorbent? Why must they have this	Talk about how some materials change shape when they are heated up. Chop up old wax crayons, heat them up and turn them into different	Examine a selection of different materials and explore their rigidity by devising an investigation to test them. Why is it important that some	Consider and sort different materials according to their material properties. Wonder what the world would be like without rigidity and	Explore a selection of paper and predict the strongest one. Test the papers using weights and record the results.	Using your knowledge of paper strength and rigidity, build a paper bridge strong enough to hold a toy car.	
	property? Test	shapes!	important that some	test materials for their			



	different hard		materials bend and	durability and			
	materials and record		flex?	toughness.			
	the results						
Geography	Why is our world	Why is our world	Why is our world	Why is our world	Why is our world	Why is our world	
	wonderful?	wonderful?	wonderful?	wonderful?	wonderful?	wonderful?	
	To identify	To locate some of the	To know the names of	To understand how to	To investigate local	To understand how to	
	geographical	world's most amazing	the five oceans and	draw human and	habitats and record	present findings in a	
	characteristics of the	places.	locate them on a map.	physical features on a	findings.	bar chart.	
	UK.			sketch map.			
ICT	<u>Data and information –</u>	<u>Data and information –</u>	Data and information –	Data and information –	Data and information –	Data and information –	
	<u>Pictograms</u>	<u>Pictograms</u>	<u>Pictograms</u>	<u>Pictograms</u>	<u>Pictograms</u>	<u>Pictograms</u>	
		Lesson 2 Enter the	Lesson 3 Creating	Lesson 4 What is an	Lesson 5 Comparing	Lesson 6 Presenting	
	Lesson 1 Counting and	<u>data</u>	<u>pictograms</u>	attribute?	<u>people</u>	information	
	comparing	To recognise that	To create a pictogram	To select objects by	To recognise that	To explain that we can	
	To recognise that we	objects can be		attribute and make	people can be	present information	
	can count and	represented as		comparisons	described by attributes	using a computer	
	compare objects using	pictures					
RE	tally charts	Connaint Family avail	Connected Formula	Connected Formula	Connected Formula	Connected Formula	
KE	Special Foods and Fasting	Special Foods and	Special Foods and	Special Foods and	Special Foods and Fasting	Special Foods and	
	rasiling	Fasting	Fasting	Fasting	rusiirig	Fasting	
	What if fasting and	How would I feel if I	Why do Muslim	What special food	Why do Christian	What do Christian	
	why do people do	had to go without	people fast in	do Muslim people	people fast in	do before Lent	
	it?	food?	Ramadan?	share at Eid?	Lent?	starts?	
Music	Specialist Teacher	Specialist Teacher	Specialist Teacher	Specialist Teacher	Specialist Teacher	Specialist Teacher	
	African percussion	African percussion	African percussion	African percussion	African percussion	African percussion	
	Composition linked	Composition linked	Composition linked	Composition linked	Composition linked	Composition linked	
	with African story	with African story	with African story	with African story	with African story	with African story	
	telling: The Leopard	telling: The Leopard	telling: The Leopard	telling: The Leopard	telling: The Leopard	telling: The Leopard	
	Drum	Drum	Drum	Drum	Drum	Drum	
	Revisit rhythm reading	Revisit rhythm reading	Revisit rhythm reading	Revisit rhythm reading	Revisit rhythm reading	Revisit rhythm reading	
	, ,	, ,	, ,	, ,	, ,	, ,	
Art & Technology	Formal elements of	Formal elements of	Formal elements of	Formal elements of	Formal elements of	Formal elements of	
	<u>Art</u>	<u>Art</u>	<u>Art</u>	<u>Art</u>	<u>Art</u>	<u>Art</u>	
	To create a	To take different	To use the frottage	To create a 3D	To create a 3D	To create a 3D	
	repeated pattern	rubbings	technique	pencil drawing	colour drawing	colour drawing	
PSHE	Jigsaw	Jigsaw	ligeaw	Jigsaw	Jigsaw		
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	Celebrating Difference	Celebrating Difference	Celebrating Difference	Celebrating Difference	Celebrating Difference	Celebrating Difference	
PE	Cricket	Cricket	Cricket	Cricket	Cricket	<u>Cricket</u>	
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	For children to develop	For children to develop	For children to develop	For children to develop	For children to develop	For children to develop	



| movement, teamwork     |
|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| skills through         |
| Cricket. Progressing   |
| with skills including; |
| throwing, catching,    |
| hitting, bowling.      |