



Topic driver: Princess Smartypants							
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Read aloud text:	Brother Grimm- Red Riding Hood	Brother Grimm- Red Riding Hood	Brother Grimm- Red Riding Hood	Brother Grimm- Red Riding Hood	Brother Grimm- Red Riding Hood	Brother Grimm- Red Riding Hood	Brother Grimm- Red Riding Hood
Reading	<b>First three days</b>	Fiction- Little Red Riding hood -Snap and copy -collecting evidence -word meaning	Fiction- Hansel and Gretel -snap and copy -word meaning -ordering events	Nonfiction- David Attenborough -Fact or opinion -collecting evidence - ordering events	Non-Fiction- Hidden figures -ordering events -snap and copy -fact or opinion -word meaning	Poetry- Monster poem -Exploring features of a poem -collecting evidence -imagery	Fiction- Gregory Cool -Word meaning -Impressions -Snap and copy -What I know
Writing	<b>First three days</b> -Assessment of handwriting -Handwriting practice -Grammar focus	<b>Into the Forest-Story setting</b> <ul style="list-style-type: none"> <li>Making predictions</li> <li>Creating a plan for a story setting</li> <li>Writing story setting uses senses</li> <li>Editing writing, focusing on subject/verb pairing to use full stops appropriately</li> </ul>	<b>Into the forest- To write a paragraph using prepositions</b> <ul style="list-style-type: none"> <li>Drama for understanding the main characters</li> <li>Grammar work on using prepositions to describe objects in the home</li> <li>Write a paragraph to describe the home</li> <li>To edit a paragraph focusing on prepositions and adverbials of time</li> </ul>	<b>Into the forest- letter</b> <ul style="list-style-type: none"> <li>To act out a scene between the boy and his dad</li> <li>To write a letter from mum to the boy</li> <li>To edit a letter focusing on including emotions</li> </ul>	<b>Into the forest- retell the middle of the story</b> <ul style="list-style-type: none"> <li>Drama -Whole Class Process Drama- Character freeze frames-bring to life, adding in action dialogue and description</li> <li>To write the middle part of the story-meeting the fairytale characters</li> <li>Edit the middle part of the story focusing on inverted commas for speech</li> </ul>	<b>Into the forest- to write a spooky forest setting</b> <ul style="list-style-type: none"> <li>To act out Boy putting on red coat and getting lost in the forest</li> <li>Whole class drawing of the forest -bring it to life -add scary sounds, movements, and phrases</li> <li>To collect scary phrases and descriptions in a text and generate onto senses grid</li> <li>To write suspense (the boy lost on the forest)</li> </ul>	<b>Into the forest- To write a suspense paragraph for the ending</b> <ul style="list-style-type: none"> <li>To write the end - Grandma, dad, and boy's reactions</li> <li>Extended ending: Dad and boy walking home and boy explaining/persuading dad not to tell mum that he took a short cut</li> </ul>
Maths year 3	<b>First three days</b> - Assessment for number sense and exploring calculation - recap on using manipulative to make numbers to 100 (Dienes and counters)	<b>Number sense and exploring calculation strategies</b> -solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction -recognise the place value of each digit (tens, ones), compare and order numbers	<b>Number sense and exploring calculation strategies</b> -find 10 more or less than a given number -read and write numbers up to 100 in numerals and in words -solve number problems and practical problems involving these ideas	<b>Number sense and exploring calculation strategies</b> -identify, represent and estimate numbers using different representations, including the number line - add and subtract amounts of money to give change, using both £ and p in practical contexts	<b>Place value</b> -identify, represent and estimate numbers using different representations -find 10 or 100 more or less than a given number - recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	<b>Place value</b> -compare and order numbers up to 1000 -read and write numbers up to 1000 in numerals and in words -solve number problems and practical problems involving these ideas -count from 0 in multiples of 50 and 100	<b>Graphs</b> -interpret and present data using bar charts, pictograms and tables -solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables



Maths Year 4	<b>First three days</b> - Assessment for number sense and exploring calculation - recap on using manipulative to make numbers to 100 (Dienes and counters)	up to 100 <b>Reasoning with large numbers</b> •4-digit place value. Read, write, represent, order and compare •Find 10, 100 or 1000 more or less •Round numbers to the nearest 10, 100 or 1000	<b>Reasoning with large numbers</b> •4-digit place value. Read, write, represent, order and compare •Find 10, 100 or 1000 more or less •Round numbers to the nearest 10, 100 or 1000	<b>Addition and Subtraction</b> •Select appropriate strategies to add and subtract •Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping	<b>Addition and Subtraction</b> •Select appropriate strategies to add and subtract •Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping	<b>Addition and Subtraction</b> •Select appropriate strategies to add and subtract •Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping	<b>Multiplication and division</b> •Distributive property including multiplying three 1-digit numbers •Mental multiplication and division strategies using place value and known and derived facts •Short multiplication and division
Science		<b>All living things</b> Exploring different habitats.	<b>Trip:</b> living things workshop at the Creekside Centre	<b>All living things</b> Researching a habitat.	<b>All living things</b> Exploring how different animals can be classified.	<b>All living things</b> Creating a classification key.	<b>All living things</b> Exploring adaptations and classification with species.
History				<b>Black history month figure- Hidden figures</b> To summaries the lives of the women from the story Hidden figures	<b>Black history month figure- Hidden figures</b> To describe the jobs that the women did	<b>Black history month figure- Hidden figures</b> To write a fact file for Katherine Johnson	
Computing		<b>Computer systems and the network-internet</b> -describe the internet as a network of networks	<b>Computer systems and the network-internet</b> -describe networked devices and how they connect -explain that the internet is used to provide many services	<b>Computer systems and the network-internet</b> -explain the types of media that can be shared on the WWW	<b>Computer systems and the network-internet</b> -explain what media can be found on websites -recognise that content can be added to the WWW	<b>Computer systems and the network-internet</b> -explain that not everything on the WWW is true	
RE	<b>How and why do Hindus worship at home and in the Mandir?</b> To compare and contrast ideas about God	<b>How and why do Hindus worship at home and in the Mandir?</b> To identify what Hindu's believe about gods/God.	<b>How and why do Hindus worship at home and in the Mandir?</b> To consider why a home shrine is important for a Hindu person.	<b>How and why do Hindus worship at home and in the Mandir?</b> To consider the importance of Hindu worship at home and the Mandir.			
Music		<b>Specialist music teacher</b> Exploring Pentatonic Scales Unit Aim: To develop children's ability to recognise	<b>Specialist music teacher</b> Exploring Pentatonic Scales Unit Aim: To develop children's ability to recognise	<b>Specialist music teacher- Ukulele</b> Exploring Pentatonic Scales Unit Aim: To develop children's ability to recognise	<b>Specialist music teacher- Ukulele</b> Exploring Pentatonic Scales Unit Aim: To develop children's ability to recognise	<b>Specialist music teacher- Ukulele</b> Exploring Pentatonic Scales Unit Aim: To develop children's ability to recognise	<b>Specialist music teacher- Ukulele</b> Exploring Pentatonic Scales Unit Aim: To develop children's ability to recognise



		and use pentatonic scales and to work with 4 x 4 beat phrases	and use pentatonic scales and to work with 4 x 4 beat phrases	and use pentatonic scales and to work with 4 x 4 beat phrases	and use pentatonic scales and to work with 4 x 4 beat phrases	and use pentatonic scales and to work with 4 x 4 beat phrases	and use pentatonic scales and to work with 4 x 4 beat phrases
Art & Technology	<b>Art- Drawing: Power prints</b>	<b>Art- Drawing: Power prints</b> -to draw using tone to create a 3D effect -experiment with shading to create different tones	<b>Art- Drawing: Power prints</b> -plan a composition for a mixed media-drawing -create contrast by combining different shapes, sizes and textures	<b>Art- Drawing: Power prints</b> -to use shading techniques to create pattern and contrast -draw tone by 'hatching' parallel pencil lines	<b>Art- Drawing: Power prints</b> -work collaboratively with a group -experiment with printing techniques		
PSHE	<b>Being Me in My World</b> -how to help others to feel welcome, -to understand how it feels to be excluded		<b>Being Me in My World</b> -understanding who is in my school community and the roles they play -how do I contribute to the school community?		<b>Being Me in My World</b> -understanding that my actions affect myself and others -understand how rewards and consequences motivate people's behaviour		<b>Being Me in My World</b> -understanding how groups come together to make decisions which benefits all in the community
PE	<b>Coach James-Bee Netball skills</b> Technique Tactics  <b>Teacher taught- Multi Skills</b> Fundamental Movement Balance  <b>Eden class-swimming</b>	<b>Coach James-Bee Netball skills</b> Technique Tactics  <b>Teacher taught- Multi Skills</b> Fundamental Movement Balance  <b>Eden class-swimming</b>	<b>Coach James-Bee Netball skills</b> Technique Tactics  <b>Teacher taught- Multi Skills</b> Fundamental Movement Balance  <b>Eden class-swimming</b>	<b>Coach James-Bee Netball skills</b> Technique Tactics  <b>Teacher taught- Multi Skills</b> Fundamental Movement Balance  <b>Eden class-swimming</b>	<b>Coach James-Bee Netball skills</b> Technique Tactics  <b>Teacher taught- Multi Skills</b> Fundamental Movement Balance  <b>Eden class-swimming</b>	<b>Coach James-Bee Netball skills</b> Technique Tactics  <b>Teacher taught- Multi Skills</b> Fundamental Movement Balance  <b>Eden class-swimming</b>	<b>Coach James-Bee Netball skills</b> Technique Tactics  <b>Teacher taught- Multi Skills</b> Fundamental Movement Balance  <b>Eden class-swimming</b>
Spanish		<b>Numbers 0-10</b>  -Letter strings – ua, ie, ei -Links between some sounds and spellings -Recognise number of syllables in words - Watch mouth of speaker	<b>Numbers 0-10</b>  -Letter strings – ua, ie, ei -Links between some sounds and spellings -Recognise number of syllables in words - Watch mouth of speaker	<b>Greetings, asking and saying how you are</b>  -Listen and respond to rhymes -Imitate pronunciation - Notice accents - Notice how punctuation may vary between English and Spanish – e.g. upside down question mark -Participate in a short exchange	<b>Greetings, asking and saying how you are</b>  Listen and respond to rhymes -Imitate pronunciation - Notice accents - Notice how punctuation may vary between English and Spanish – e.g. upside down question mark -Participate in a short exchange	<b>Classroom instructions</b>  - Auditory discrimination between un/una -Enjoy making Spanish sounds and practising new letters – rr, j -Listen to and follow simple commands	<b>Classroom instructions</b>  - Auditory discrimination between un/una -Enjoy making Spanish sounds and practising new letters – rr, j -Listen to and follow simple commands