



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	First three days	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	First three days -Assessment of handwriting -Handwriting practice -Grammar focus	Into the Forest-Story setting <ul style="list-style-type: none"> Making predictions Creating a plan for a story setting Writing story setting uses senses Editing writing, focusing on subject/verb pairing to use full stops appropriately 	Into the forest- To write a paragraph using prepositions <ul style="list-style-type: none"> Drama for understanding the main characters Grammar work on using prepositions to describe objects in the home Write a paragraph to describe the home To edit a paragraph focusing on prepositions and adverbials of time 	Into the forest- letter <ul style="list-style-type: none"> To act out a scene between the boy and his dad To write a letter from mum to the boy To edit a letter focusing on including emotions 	Into the forest- retell the middle of the story <ul style="list-style-type: none"> Drama -Whole Class Process Drama- Character freeze frames-bring to life, adding in action dialogue and description To write the middle part of the story-meeting the fairytale characters Edit the middle part of the story focusing on inverted commas for speech 	Into the forest- to write a spooky forest setting <ul style="list-style-type: none"> To act out Boy putting on red coat and getting lost in the forest Whole class drawing of the forest -bring it to life -add scary sounds, movements, and phrases To collect scary phrases and descriptions in a text and generate onto senses grid To write suspense (the boy lost on the forest) 	Into the forest- To write a suspense paragraph for the ending <ul style="list-style-type: none"> To write the end - Grandma, dad, and boy's reactions Extended ending: Dad and boy walking home and boy explaining/persuading dad not to tell mum that he took a short cut
Maths year 3	First three days - Assessment for number sense and exploring calculation - recap on using manipulative to make numbers to 100 (Dienes and counters)	Number sense and exploring calculation strategies -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	Number sense and exploring calculation strategies -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	Number sense and exploring calculation strategies -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	Place value -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)	Place value -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	Graphs -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	First three days - Assessment for number sense and exploring calculation - recap on using manipulative to make numbers to 100 (Dienes and counters)	up to 100 Reasoning with large numbers •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	Reasoning with large numbers •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	Addition and Subtraction •Select appropriate strategies to add and subtract •Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping	Addition and Subtraction •Select appropriate strategies to add and subtract •Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping	Addition and Subtraction •Select appropriate strategies to add and subtract •Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping	Multiplication and division •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		All living things Exploring different habitats.	Trip: living things workshop at the Creekside Centre	All living things Researching a habitat.	All living things Exploring how different animals can be classified.	All living things Creating a classification key.	All living things Exploring adaptations and classification with species.
History				Black history month figure- Hidden figures To summaries the lives of the women from the story Hidden figures	Black history month figure- Hidden figures To describe the jobs that the women did	Black history month figure- Hidden figures To write a fact file for Katherine Johnson	
Computing		Computer systems and the network-internet -describe the internet as a network of networks	Computer systems and the network-internet -describe networked devices and how they connect -explain that the internet is used to provide many services	Computer systems and the network-internet -explain the types of media that can be shared on the WWW	Computer systems and the network-internet -explain what media can be found on websites -recognise that content can be added to the WWW	Computer systems and the network-internet -explain that not everything on the WWW is true	
RE	How and why do Hindus worship at home and in the Mandir? To compare and contrast ideas about God	How and why do Hindus worship at home and in the Mandir? To identify what Hindu's believe about gods/God.	How and why do Hindus worship at home and in the Mandir? To consider why a home shrine is important for a Hindu person.	How and why do Hindus worship at home and in the Mandir? To consider the importance of Hindu worship at home and the Mandir.			
Music		Specialist music teacher Exploring Pentatonic Scales Unit Aim: To develop children's ability to recognise	Specialist music teacher Exploring Pentatonic Scales Unit Aim: To develop children's ability to recognise	Specialist music teacher- Ukulele Exploring Pentatonic Scales Unit Aim: To develop children's ability to recognise	Specialist music teacher- Ukulele Exploring Pentatonic Scales Unit Aim: To develop children's ability to recognise	Specialist music teacher- Ukulele Exploring Pentatonic Scales Unit Aim: To develop children's ability to recognise	Specialist music teacher- Ukulele 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	Art- Drawing: Power prints	Art- Drawing: Power prints -to draw using tone to create a 3D effect -experiment with shading to create different tones	Art- Drawing: Power prints -plan a composition for a mixed media-drawing -create contrast by combining different shapes, sizes and textures	Art- Drawing: Power prints -to use shading techniques to create pattern and contrast -draw tone by 'hatching' parallel pencil lines	Art- Drawing: Power prints -work collaboratively with a group -experiment with printing techniques		
PSHE	Being Me in My World -how to help others to feel welcome, -to understand how it feels to be excluded		Being Me in My World -understanding who is in my school community and the roles they play -how do I contribute to the school community?		Being Me in My World -understanding that my actions affect myself and others -understand how rewards and consequences motivate people's behaviour		Being Me in My World -understanding how groups come together to make decisions which benefits all in the community
PE	Coach James-Bee Netball skills Technique Tactics Teacher taught- Multi Skills Fundamental Movement Balance Eden class-swimming	Coach James-Bee Netball skills Technique Tactics Teacher taught- Multi Skills Fundamental Movement Balance Eden class-swimming	Coach James-Bee Netball skills Technique Tactics Teacher taught- Multi Skills Fundamental Movement Balance Eden class-swimming	Coach James-Bee Netball skills Technique Tactics Teacher taught- Multi Skills Fundamental Movement Balance Eden class-swimming	Coach James-Bee Netball skills Technique Tactics Teacher taught- Multi Skills Fundamental Movement Balance Eden class-swimming	Coach James-Bee Netball skills Technique Tactics Teacher taught- Multi Skills Fundamental Movement Balance Eden class-swimming	Coach James-Bee Netball skills Technique Tactics Teacher taught- Multi Skills Fundamental Movement Balance Eden class-swimming
Spanish		Numbers 0-10 -Letter strings – ua, ie, ei -Links between some sounds and spellings -Recognise number of syllables in words - Watch mouth of speaker	Numbers 0-10 -Letter strings – ua, ie, ei -Links between some sounds and spellings -Recognise number of syllables in words - Watch mouth of speaker	Greetings, asking and saying how you are -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	Greetings, asking and saying how you are 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	Classroom instructions - Auditory discrimination between un/una -Enjoy making Spanish sounds and practising new letters – rr, j -Listen to and follow simple commands	Classroom instructions - Auditory discrimination between un/una -Enjoy making Spanish sounds and practising new letters – rr, j -Listen to and follow simple commands