



Topic driver: Seaside and the Environment

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Guided Reading	<p>Leo and the Octopus by Isabelle Marinov</p> <p>-To give / explain the meaning of words in context. -To make comparisons between text. - To retrieve information. -To i explain and justify inferences with evidence from the text. To predict what might happen.</p>	<p>Lost and Found by Oliver Jeffers</p> <p>-To give / explain the meaning of words in context. -To make comparisons between text. - To retrieve information. -To i explain and justify inferences with evidence from the text. To predict what might happen.</p>	<p>How to Catch a Star by Oliver Jeffers</p> <p>Fiction/ non-fiction Assessment Week. To give / explain the meaning of words in context. -To make comparisons between text. - To retrieve information. -To i explain and justify inferences with evidence from the text. To predict what might happen.</p>	<p>The Way Back Home by Oliver Jeffers</p> <p>-To give / explain the meaning of words in context. -To make comparisons between text. - To retrieve information. -To i explain and justify inferences with evidence from the text. To predict what might happen.</p>	<p>Up and Down by Oliver Jeffers</p> <p>-To give / explain the meaning of words in context. -To make comparisons between text. - To retrieve information. -To i explain and justify inferences with evidence from the text. To predict what might happen.</p>	<p>Revolting Rhymes by Roald Dahl</p> <p>Poem To give / explain the meaning of words in context. -To make comparisons between text. - To retrieve information. -To explain and justify inferences with evidence from the text. To predict what might happen.</p>	<p>Clean Up by Nathan Bryon</p> <p>-To give / explain the meaning of words in context. -To make comparisons between text. - To retrieve information. -To i explain and justify inferences with evidence from the text. To predict what might happen.</p>



<p>Writing</p>	<p>Lost and Found</p> <p>To make predictions about how to solve a problem in a story</p> <p>To create a noun phrase to describe a character</p> <p>To use noun phrases to describe a character</p> <p>To identify adverbs in a story</p> <p>To identify verbs in the present (imperative) tense</p>	<p>Lost and Found</p> <p>To write a set of instructional sentences</p> <p>To create a non-chronological report</p> <p>To use but to write compound sentences</p> <p>To write similes to describe size and shape</p> <p>To write compound sentences that explain opposites</p>	<p>Lost and Found</p> <p>To sequence the key events from a story</p> <p>To write and sequence a simple story using adverbs</p> <p>To write and sequence a simple story using adverbs</p> <p>To use powerful verbs</p> <p>To publish a story as a book</p>	<p>The Journey Home</p> <p>To create noun phrases</p> <p>To begin to use the four grammatical forms of sentence</p> <p>To identify the difference between questions, statements, commands and exclamations</p> <p>To use statements for facts and exclamations for opinions</p> <p>To use command sentences to give advice</p>	<p>The Journey Home</p> <p>To convert verbs from simple present to simple past</p> <p>To know when to use -s or -es on the end of animals names</p> <p>To begin to infer and write in role</p> <p>To use a variety of different sentence types to create a poster</p> <p>To use adjectives to create noun phrases about a setting</p>	<p>The Journey Home</p> <p>To create a narrative based on a known story</p> <p>To edit and improve to ensure vocabulary is descriptive</p>	<p>The Journey Home</p> <p>To write a persuasive piece for a campaign</p> <p>To write consistently in present tense</p> <p>To present their campaigns on endangered animals to an audience</p>
<p>Maths</p>	<p>Measuring Length</p> <ul style="list-style-type: none"> Use standard units when measuring Compare and order length in metres (using <, > and =) Use a ruler to measure length in centimetres Compare and order length in 	<p>Graphs</p> <ul style="list-style-type: none"> Represent and interpret data using a pictogram and table Represent and interpret data using a block diagram and table Represent and interpret data using a tally chart and scaled pictogram 	<p>Multiplication and division 2, 5, 10</p> <ul style="list-style-type: none"> Use the multiplication symbol Identify that multiplication is commutative Use the division symbol when sharing Use the division symbol when grouping 	<p>Assessment week</p> <p>Review of taught content and problem solving.</p>	<p>Multiplication and division 2, 5, 10</p> <ul style="list-style-type: none"> Use the multiplication symbol Identify that multiplication is commutative Use the division symbol when sharing Use the division symbol when grouping Explore representations of division problems Find related multiplication and division facts Calculate multiplications of two by skip counting Explore representations of multiplication problems Relate multiplying by two to doubling 		<p>Time</p> <ul style="list-style-type: none"> To know the number of hours in one day To know that there are 60 minutes in one hour To be able to tell the time quarter past on an analogue clock To be able to tell the time quarter to on an analogue clock



	<p>centimetres (using $<$, $>$ and $=$)</p> <ul style="list-style-type: none">• Use a ruler to measure lines• Use a measuring tape to measure in centimetres• Use a ruler to draw lines with specified length• Solve word problems involving length	<ul style="list-style-type: none">• Represent and interpret data using a tally chart and scaled block diagram• Interpret data from scaled pictograms and block diagrams	<ul style="list-style-type: none">• Explore representations of division problems• Find related multiplication and division facts• Calculate multiplications of two by skip counting• Explore representations of multiplication problems• Relate multiplying by two to doubling• Calculate multiplications of five by skip counting• Calculate multiplications of ten by skip counting• Spot patterns in the 2, 5 and 10 multiplication tables• Solve multiplication and division problems		<ul style="list-style-type: none">• Calculate multiplications of five by skip counting• Calculate multiplications of ten by skip counting• Spot patterns in the 2, 5 and 10 multiplication tables• Solve multiplication and division problems•	<ul style="list-style-type: none">• To be able to tell the time on an analogue clock with five minute intervals• To be able to sequence daily events• To calculate durations of time in minutes• To calculate durations of time in minutes and hours
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Science - Habitats	Learn about habitats	Appreciate that environments are constantly changing	Explore the rainforest and its problems	Describe life in the ocean	Discover the Arctic and Antarctic habitat	Create a model of a habitat	End of unit assessment
History - Female Pioneers	Black History Month To consider what it would be like to travel on the boat during the Windrush.	Black History Month To learn about the lives of important people who have contributed to international achievements (Mary Seacole)	To learn about the lives of important people who have contributed to international achievements (Florence Nightingale)	To learn about the lives of important people who have contributed to international achievements (Edith Cavell)	To compare the lives of important people who have contributed to international achievements (Seacole, Nightingale and Cavell)	To learn about events beyond living memory that are significant nationally or globally (the first aeroplane flight)	To learn about events beyond living memory that are significant nationally or globally (the first aeroplane flight)
Computing	Creating media Digital photography Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	Creating media Digital photography Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	Creating media Digital photography Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	Creating media Digital photography Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	Creating media Digital photography Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	Creating media Digital photography Use technology purposefully to create, organize, store, manipulate, and retrieve digital content	Creating media Digital photography Consolation Assessment
RE- Special Books	To Know what books are special to me and why	To understand why Holy books are special.	To know why the Bible is special and for whom it is special.	To understand what the Torah is and why it is special.	To understand why the Qur'an is special to Muslims		
Music	To Learn Songs for the Christmas performance The Twinkly Nativity We're hitting The Road	To Learn Songs for the Christmas performance We'll Have A Party Twinkle, Twinkle, Follow the Star	To Learn Songs for the Christmas performance It's Good News! Come As You Are	To Learn Songs for the Christmas performance The Innkeepers' Song	Dress rehearsal for Play	Performance	



DT	<p>To I can thread a needle</p> <p>I can sew a running stitch</p> <p>I can use neat and evenly spaced stitches to join fabric</p> <p>sew a running stitch</p>	<p>To sew a running stitch</p> <p>I can remember how to use a template</p> <p>I can cut fabric neatly</p> <p>I can pin fabric accurately</p> <p>I can design a pouch</p>	<p>To join fabrics using a running stitch</p> <p>I can sew neat, even stitches</p> <p>I tie a knot at either end of the thread</p> <p>I can design decorations for my product</p>	<p>To decorate a pouch using fabric glue or stitching</p> <p>I can join items using fabric glue or stitching</p> <p>I can decorate fabric using different items</p> <p>I can evaluate my own designs</p>	<p>Winter/ Christmas Activities</p> <p>-To design and make a Bauble</p> <p>-To design and make a pop card.</p> <p>-To design a Christmas invention.</p>		
PSHE	<p>Celebrating Difference</p> <p>-To understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>Thrive Power and Identity.</p> <p>-To develop an identity</p>	<p>Celebrating Difference</p> <p>-To understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>Thrive Power and Identity.</p> <p>-To develop an identity</p>	<p>Celebrating Difference</p> <p>To understand that bullying is sometimes about difference</p> <p>Thrive Power and Identity.</p> <p>-To develop an identity</p>	<p>Celebrating Difference</p> <p>To recognise what is right and wrong and know how to look after myself</p> <p>Thrive Power and Identity.</p> <p>-To develop an identity</p>	<p>Celebrating Difference</p> <p>To understand that it is OK to be different from other people and to be friends with them</p> <p>Thrive Power and Identity.</p> <p>-To develop an identity</p>	<p>Celebrating Difference</p> <p>To tell you some ways I am different from my friends</p> <p>Thrive Power and Identity.</p> <p>-To develop an identity</p>	<p>Thrive Power and Identity.</p> <p>-To develop an identity</p>
PE	<p>Multi Skills – To learn basic running techniques. To use different movement patterns with control while under pressure.</p>	<p>Multi Skills – To respond to visual instructions while moving and mirroring your partner. To move in different ways while avoiding others.</p>	<p>Multi skills - To practise the hopscotch with the same and alternate leg. To travel around and on different obstacles in different ways. To</p>	<p>Multi Skills - To copy your partner's actions at the same time. To learn different balancing techniques.</p>	<p>Multi Skills - To jump over a target. To jump with control over various distances with control.</p>	<p>Multi Skills - To jump over different obstacles and different heights. To jump across obstacles with control.</p>	<p>Multi Skills - To bounce and catch a ball with consistency. To throw a ball towards a target from different distances.</p>



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