



Topic driver: Nocturnal animals						
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Read aloud text:	READ PM READERS –FOXES-Guided plan + other animals over the 3-4 weeks					
Guided Reading	All About Bats – Twinkl Text  Variety of question types focusing on word meaning, retrieval and inference skills	<b>Assessment week</b>  Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills	All About Owls – Twinkl Text  Variety of question types focusing on word meaning, retrieval and inference skills	All About Foxes – Twinkl Text  Variety of question types focusing on word meaning, retrieval and inference skills	SATs Past Paper  Variety of question types focusing on word meaning, retrieval and inference skills	SATs Past Paper  Variety of question types focusing on word meaning, retrieval and inference skills
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	<b>Add and subtract 2-digit numbers</b>  - Use the 'Make ten' strategy to add ones  - Regroup when adding  - Use the 'Make ten' strategy to subtract ones  - Regroup when subtracting	<b>Assessment week</b>  Key skills: -calculations -mental arithmetic -reasoning questions	<b>Add and subtract 2-digit numbers</b>  - Solve addition and subtraction word problems  - Add near multiples of ten  - Subtract near multiples of ten  - Add near doubles using mental strategies	<b>Money</b>  -Recognise coins and use the symbol for pence accurately  - Recognise coins and notes and use the symbol for pounds accurately  - Count money in a set of coins  - Make the same total using different coins	<b>Money</b>  -Calculate change from a pound  - Create an amount of money in different ways  - Find out how much change would be given  - Solve problems relating to money	<b>Faces, shapes and patterns; lines and turns</b>  - Identify shapes by the number of vertices and sides  - Identify right angles in shapes  - Recognise lines of symmetry within 2-D shapes  - Describe and sort 2-D shapes according to their properties  - Name and describe 3-D shapes



Science	<p><b>Living things and their habitats</b></p> <p>Compare the differences between things that are living, dead, and things which have never been alive</p>	<p><b>Living things and their habitats</b></p> <p>Identify and name a variety of plants and animals in a microhabitat</p>	<p><b>Living things and their habitats</b></p> <p>Design a suitable microhabitat where living things could survive</p>	<p><b>Living things and their habitats</b></p> <p>Find out what animals eat to survive in their habitats</p>	<p><b>Living things and their habitats</b></p> <p>Understand food chains</p>	<p><b>Living things and their habitats</b></p> <p>Understand the journey food makes from the farm to the supermarket</p>
Geography	<p><b>Why is our world wonderful?</b></p> <p>To identify geographical characteristics of the UK</p>	<p><b>Why is our world wonderful?</b></p> <p>To locate some of the world's most amazing places.</p>	<p><b>Why is our world wonderful?</b></p> <p>To know the names of the five oceans and locate them on a map.</p>	<p><b>Why is our world wonderful?</b></p> <p>To understand how to draw human and physical features on a sketch map.</p>	<p><b>Why is our world wonderful?</b></p> <p>To investigate local habitats and record findings.</p>	<p><b>Why is our world wonderful?</b></p> <p>To understand how to present findings in a bar chart.</p>
Computing - Programming A – Robot algorithms	<p><b>Data and information – Pictograms</b></p> <p>To recognise that we can count and compare objects using tally charts</p>	<p><b>Data and information – Pictograms</b></p> <p>To recognise that objects can be represented by pictures</p>	<p><b>Data and information – Pictograms</b></p> <p>To create a pictogram</p>	<p><b>Data and information – Pictograms</b></p> <p>To select objects by attribute and make comparisons</p>	<p><b>Data and information – Pictograms</b></p> <p>To recognise that people can be described by attributes</p>	<p><b>Data and information – Pictograms</b></p> <p>To explain that we can present information using a computer</p>
RE Christianity - Easter	<p>To know what Easter is and why it is important</p>	<p>To understand what the Bible tells us about Easter</p>	<p>To describe and explain the events of Ash Wednesday</p>	<p>To learn about Maundy Thursday</p>	<p>To explain some of the symbols of Easter</p>	
Music	<p><b>Specialist Teacher</b> How do we do it?</p> <p>Rhythm Reading &amp; Notation</p>	<p><b>Specialist Teacher</b> How do we do it?</p> <p>Learn how to read and record patterns</p>	<p><b>Specialist Teacher</b> How do we do it?</p> <p>Learn how to match rhythm patterns to songs</p>	<p><b>Specialist Teacher</b> How do we do it?</p> <p>Explore song structure</p>	<p><b>Specialist Teacher</b> How do we do it?</p> <p>Use stick rhythm notation cards</p>	<p><b>Specialist Teacher</b> How do we do it?</p> <p>Use counters, beads and lolly sticks to represent beats and rhythms</p>



DT		<u>Cooking and nutrition</u> Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap	<u>Cooking and nutrition</u> Develop a health wrap and make it.	<u>Cooking and nutrition</u> Evaluate a health wrap based on its taste and healthiness.		
PSHE- Jigsaw	Jigsaw: Dreams and Goals I can tell you things I have achieved and say how that makes me feel	Jigsaw: Dreams and Goals I can tell you some of my strengths as a learner	Jigsaw: Dreams and Goals I can tell you how working with other people helps me learn	Jigsaw: Dreams and Goals I can work with others in a group to solve problems	Jigsaw: Dreams and Goals I can tell you how I felt about working in my group	Jigsaw: Dreams and Goals I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest
PE	<b>Specialist Teacher</b>  <b>Class teacher:</b> MULTI SKILLS:(CO-ORDINATION)  To bounce and catch a ball with consistency. To throw a ball towards a target from different distances	<b>Specialist Teacher</b>  <b>Class teacher:</b> MULTI SKILLS:(CO-ORDINATION)  To dribble while changing direction. To dribble on both sides of your body using both hands.	<b>Specialist Teacher</b>  <b>Class teacher:</b> MULTI SKILLS:(CO-ORDINATION)  To throw and catch different objects. To catch a variety of objects. To catch different bouncing balls	<b>Specialist Teacher</b>  <b>Class teacher:</b> MULTI SKILLS:(CO-ORDINATION)  To control a ball with hands. To dribble a ball with different parts of the foot. To kick the ball towards a target.	<b>Specialist Teacher</b>  <b>Class teacher:</b> MULTI SKILLS:(CO-ORDINATION)  To pass the ball through a target. To aim a bounce consistently into a target.	<b>Specialist Teacher</b>  <b>Class teacher:</b> MULTI SKILLS:(CO-ORDINATION)  To dribble and pass the ball through targets. To kick the ball against a moving object. To avoid being hit by others.
Trip(s)	Visit from Owl Man Local Area Tour					