



Topic driver: Egyptians							
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Read aloud text:	The cat mummy by Jacqueline Wilson	The cat mummy by Jacqueline Wilson	The cat mummy by Jacqueline Wilson	The cat mummy by Jacqueline Wilson	The giant that stirred	The giant that stirred	The cat mummy by Jacqueline Wilson
Reading	<p><u>Non-Fiction</u></p> <p>Volcanoes</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p><u>Fiction</u></p> <p>The giant that stirred</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p><u>Assessment week</u></p> <p>Sneaky Peak</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p><u>Fiction</u></p> <p>The cat mummy</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p><u>Fiction</u></p> <p>The cat mummy</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p><u>Poetry</u></p> <p>Volcanoes</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>	<p><u>Fiction</u></p> <p>The giant that stirred</p> <p>Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills</p>
Writing	<p><u>Egyptians- diary writing</u></p> <p>Write a diary in role as Howard Carter</p> <p>Success criteria: First person Past tense Prepositions Emotions Relative clause</p>	<p><u>Egyptians- diary writing</u></p> <p>Write a diary in role as Howard Carter</p> <p>Success criteria: First person Past tense Prepositions Emotions Relative clause</p>	<p><u>Egyptians- diary writing</u></p> <p>Write a diary in role as Howard Carter</p> <p>Success criteria: First person Past tense Prepositions Emotions Relative clause</p>	<p><u>The giant that stirred</u></p> <p>LO: To read and act out the story of the Giant that stirred.</p> <p>Focusing on : The setting and the emotions of the characters</p>	<p><u>The giant that stirred</u></p> <p>LO: To write a short story: based on 'When the Giant Stirred'</p> <p>Focusing on : The setting Introduction of the characters</p>	<p><u>The giant that stirred</u></p> <p>LO: To write a short story: based on 'When the Giant Stirred'</p> <p>Focusing on: The problem The solution (meeting and evacuation)</p>	<p><u>The giant that stirred</u></p> <p>LO: To write a short story: based on 'When the Giant Stirred'</p> <p>Focusing on : The climax: Volcano erupting End: baron island -renewal -return of life</p>
Maths	<p><u>Time</u></p> <p><u>Understanding and using analogue clocks</u></p> <p>L1 Develop an understanding of clocks L2 Read analogue clocks to the nearest minute L3 Tell the time using a.m. and p.m.</p> <p><u>Understanding and using digital clocks</u></p> <p>L4 Read digital clock format L5 Read and order times in words, analogue or 12-hr digital formats</p>	<p><u>Measuring time and calculating intervals of time</u></p> <p>L6 Explore units of measured time L7 Measure intervals of time in seconds and in minutes and seconds L8 Calculate and compare intervals given start and finish time solving problems involving time L9 Solve problems using knowledge and understanding of time</p>	<p><u>Assessment week</u></p> <p>Day 1- practice arithmetic Key skills: -calculations -mental arithmetic -reasoning questions</p>	<p><u>Fractions</u></p> <p>-Describe part-whole relationships -Recognize equal and non-equal parts -Identify and describe unit fractions</p>	<p><u>Fractions</u></p> <p>-Find fractions of a given quantity -Represent fractions using Cuisenaire -identify and describe non-unit fractions -Find non-unit fractions of a given quantity -Compare fractions with the same denominator</p>	<p><u>Fractions</u></p> <p>-Compare unit fractions -Recognise equivalent fractions -Add and subtract fractions with the same denominator</p>	<p><u>Fractions</u></p> <p><u>Understanding equivalent fractions</u></p> <p>L11-L13: Recognise equivalent fractions</p> <p>Adding and subtracting fractions L14 Add and subtract fractions with the same denominator.</p>



Science	Animals, including humans L1. Explore the 5 key food groups	Animals, including humans L2. Learn about the nutrition in the food we eat	Animals, including humans L3. Learn about the different types of skeletons	Animals, including humans L4. Learn about the human skeleton	Animals, including humans L5. Learn about animals and their skeletons	Animals, including humans L6. Explore the role of muscles	Animals, including humans End of unit test
Geography	<u>Volcanoes</u> To name and describe the layers of the Earth.	<u>Volcanoes</u> To explain how and where mountains are formed.	<u>Volcanoes</u> To explain how volcanoes happen and where they occur				
Computing		<u>Branching databases</u> To create questions with yes/no answers	<u>Branching databases</u> To identify the attributes needed to collect data about an object	<u>Branching databases</u> To create a branching database	<u>Branching databases</u> To explain why it is helpful for a database to be well structured	<u>Branching databases</u> To plan the structure of a branching database	<u>Branching databases</u> To create questions with yes/no answers
RE				<u>Why and how do Hindus celebrate Holi?</u> What happens at the Hindu festival at Holi?	<u>Why and how do Hindus celebrate Holi?</u> What other story is told at Holi?	<u>Why and how do Hindus celebrate Holi?</u> How does Holi show what Hindu people believe about God?	
Music	Specialist music teacher Unit Aim: To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	Specialist music teacher Unit Aim: To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	Specialist music teacher Unit Aim: To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	Specialist music teacher Unit Aim: To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	Specialist music teacher Unit Aim: To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	Specialist music teacher Unit Aim: To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	
DT				<u>Textiles- Egyptian collars</u> To learn how to sew cross-stitch and to appliqué.	<u>Textiles- Egyptian collars</u> To develop and use a template	<u>Textiles- Egyptian collars</u> To assemble fabric parts into a fabric product. To decorate fabric using appliqué and cross-stitch.	<u>Textiles- Egyptian collars</u> To learn how to sew cross-stitch and to appliqué.



PSHE	<p><u>Healthy me</u> I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge</p>	<p><u>Healthy me</u> know that the amount of calories, fat and sugar I put into my body will affect my health I know what it feels like to make a healthy choice</p>	<p><u>Healthy me</u> Identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services I can express how being anxious or scared feels</p>	<p><u>Healthy me</u> I can identify when something feels safe or unsafe I can take responsibility for keeping myself and others safe</p>	<p><u>Healthy me</u> I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge</p>	<p><u>Healthy me</u> know that the amount of calories, fat and sugar I put into my body will affect my health I know what it feels like to make a healthy choice</p>	
PE	<p>Class teacher: Multi Skills, Fundamental, Movement, Balance</p>						
Spanish	<p>Specialist Teacher <u>Revision Lesson</u> Consolidate numbers, classroom instructions and introduce colours To imitate and remember specific phonemes when saying colours</p>	<p>Specialist Teacher <u>Colours</u> To recognise and understand the meaning of 'es' and 'y' To understand and be able to say 11 colours To recognise familiar words in written form and experiment with writing short words (colours) Hear main word classes</p>	<p>Specialist Teacher <u>Fruits and vegetables</u> To encounter the phrase '¿Te gusta/te gustan?' Understand and say the names of six fruits in Spanish Understand and respond to the question '¿Es Bueno para la salud?' To recognise and respond to sound patterns and words Recognise that some words occur in both English and Spanish but sound different e.g. chocolate</p>	<p>Specialist Teacher <u>Fruits and vegetables (continued)</u> Understand and respond to the question '¿Es Bueno para la salud?' To recognise and respond to sound patterns and words Recognise that some words occur in both English and Spanish but sound different e.g. chocolate To make links between some sounds, rhymes and spellings and read aloud familiar words Discuss and respond to discussion point (healthy foods)</p>	<p>Specialist Teacher <u>Consolidation Lesson</u> Consolidate numbers 0-15 Listen and respond to an authentic Spanish poem and an extended text Revise pronunciation of 'c' and 'z' and the letter string 'ie'</p>	<p>Specialist Teacher <u>Days of the Week</u> Participate in reading a story in Spanish and give a physical response to phrases/words Match sound to the written word and re-order sentences from the text Copy/write individual words correctly Know the days of the week</p>	<p>Specialist Teacher <u>Christmas Lesson</u> Know some details of how Christmas is celebrated in Spain Know five typical items of vocabulary for presents Write a letter to Father Christmas</p>