



| Topic driver: Castles and Dragons |   |  |  |  |   |
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| Subject                           | Week 1  | Week 2   | Week 3   | Week 4   | Week 5  |
| Read aloud text:                  | How to Train Your Dragon Cressida Cowell  |  |  |  |   |
| Guided Reading                    | <b>SATs Practice Paper Paper 1 2023</b><br>To read the texts and answer questions that test understanding and comprehension. inference, and ability to retrieve information.                      | <b>SATs Practice Paper Paper 2 2023</b><br>To read the texts and answer questions that test understanding and comprehension. inference, and ability to retrieve information.   | <b>SATs Practice Paper Paper 1 2017</b><br>To read the texts and answer questions that test understanding and comprehension. inference, and ability to retrieve information.                         | <b>SATs Practice Paper Paper 2 2017</b><br>To read the texts and answer questions that test understanding and comprehension. inference, and ability to retrieve information.   | <b>SATs Practice Paper Paper 2 2018</b><br>To read the texts and answer questions that test understanding and comprehension. inference, and ability to retrieve information.  |
| Writing                           | <b>The Pea and the Princess</b><br>-To retell the story through drama (The Pea and the Princess)<br>-To write a diary in role as the Queen<br>-To edit and improve writing                        | <b>The Pea and the Princess</b><br>- To express the thoughts and feelings of a character (conscious alley drama)<br>-To write a letter to the prince from mum/letter back from prince to mummy (she was too ____)<br>-To edit and improve letter | <b>The Pea and the Princess</b><br>- To write a scene description for 20 mattresses (using similes)<br>- To generate reasons why he could not find a wife<br>- To write a description of the prince. | <b>The Pea and the Princess</b><br>- To write a retell of the story about a sprout.  | <b>The Pea and the Princess</b><br>- To write a retell of the story about a sprout.<br>Edit and improve   |
| Maths                             | <b>Faces, shapes and patterns; lines and turns</b><br>Recognise lines of symmetry within 2-D shapes<br>Describe and sort 2-D shapes according to their properties<br>Name and describe 3-D shapes | <b>Faces, shapes and patterns; lines and turns</b><br>Identify 2-D shapes on the surfaces of 3-D shapes<br>Describe and create 2-D shape patterns<br>Compare and sort 2-D and 3-D shapes<br>Describe the position of an object                   | <b>Faces, shapes and patterns; lines and turns</b><br>Give directions from point A to point B<br>Use the language of rotation<br>Make predictions about rotation                                     | <b>Faces, shapes and patterns; lines and turns</b><br>Identify how a pattern has been created through rotation<br>Follow a route around a map<br><b>Numbers within 1,000</b><br>Recognising the place value of each digit in a 3-digit number<br>Recognising the place value of each digit in a 3-digit number | <b>Numbers within 1,000</b><br>Comparing numbers within 1,000<br>Accurately reading scales within 1,000 units<br><b>Measuring capacity and volume</b><br>Read temperature in degrees Celsius on a thermometer<br>Take and read the temperature in degrees Celsius |



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| Science                                      | <b>Animals, including humans 2 - Life cycles</b><br>Learn how to order the stages of the human life cycle   | <b>Animals, including humans 2 - Life cycles</b><br>Describe the stages of life from adulthood to old age  | <b>Animals, including humans 2 - Life cycles</b><br>Learn how to match offspring to their parent                                     | <b>Animals, including humans 2 - Life cycles</b><br>Explore the life cycle of a chicken   | <b>Animals, including humans 2 - Life cycles</b><br>Describe the life cycle of a butterfly / frog                             |
| History                                      |   |  | <b>Local history- Surrey portal of Rotherhithe</b><br>- Develop an awareness of Rotherhithe's past by going on a local heritage walk | <b>Local history- Surrey portal of Rotherhithe</b><br>- To identify similarities and differences between ways of life in Rotherhithe through different periods.<br>- Compare an aerial photograph from the past to a modern day map | <b>Local history- Surrey portal of Rotherhithe</b><br>- To create a piece of art based on the heritage site, St Mary's church |
| Computing - Programming A – Robot algorithms | <b>Making music</b><br>How music makes us feel  | <b>Making music</b><br>Rhythms and patterns  | <b>Making music</b><br>How music can be used   | <b>Making music</b><br>Notes and tempo  | <b>Making music</b><br>Creating digital music   |
| RE   | <b>Where does the world come from and how should we look after it?</b><br>To understand that people have different beliefs of how the world began.  | <b>Where does the world come from and how should we look after it?</b><br>To know about the story of Adam and Eve and the meaning for Christians and Jews. | <b>Where does the world come from and how should we look after it?</b><br>How do Christians look after the world?                    | <b>Where does the world come from and how should we look after it?</b><br>To understand the Hindu story of creation.  |   |
| Music  | <u>Exploring Pulse and Rhythm</u>   |  |  |   |   |
|  | To develop children's ability to read and play rhythm phrases confidently and explore the mood of recorded music. Delivered by external specialist. |  |  |   |   |
| DT   | <b>Structures: Baby Bear's chair</b><br>To explore the concept and features of structures and the stability of different shapes.                    | <b>Structures: Baby Bear's chair</b><br>To understand that the shape of the structure affects its strength.  | <b>Structures: Baby Bear's chair</b><br>To make a structure according to design criteria.  | <b>Structures: Baby Bear's chair</b><br>To produce a finished structure and evaluate its strength, stiffness and stability.   |   |



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| PSHE- Jigsaw                           | <b>Relationships</b><br>Know how to make friend  | <b>Relationships</b><br>Try to solve friendship problems when they occur   | <b>Relationships</b><br>Help others to feel part of a group  | <b>Relationships</b><br>Show respect in how they treat others  |   |
| PE                                     | <b>Athletics Sports day Preparation</b><br>To control movement in response to specific instructions. To walk and run with good posture and balance | <b>Athletics Sports day Preparation</b><br>To move quickly while changing direction. To show awareness of obstacles and use steps and jumps to clear them. | <b>Athletics Sports day Preparation</b><br>To Jump for height with control and balance. To apply different jumping take offs and landings. | <b>Athletics Sports day Preparation</b><br>To take off from different positions and show control when landing. | <b>Athletics Sports day Preparation</b><br>To attempt to slide a beanbag to a target. To roll a larger object through a target. |
| Trip(s)                                |  |  |  |  |   |
| Local Area<br>Tour to St Mary's church |  |  |  |  |   |