



Topic driver: Dragons								
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Read aloud text:	How to train your dragon							
Guided Reading	<b>Sats paper 1 2024</b> Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills	<b>Sats paper 2 2024</b> Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills	<b>Assessment week</b> Variety of question types focusing on word meaning skills, retrieval skills, inference skills and summary skills	<b>George and the Dragon</b> -retrieve evidence from a text -explain the meaning of words in a context -make inference on the impressions of a character	<b>How to train your dragon</b> -retrieve evidence from the text to identify whether a statement is true or false -explain the meaning of words in a context -use evidence from the text to make inference	Poetry	Non-fiction	
Writing	<b>The Dragon Machine by Helen Ward</b> - To engage with the themes and ideas of a story - To use positional language (prepositions) to create descriptive sentences - To understand, use and correctly spell words with the prefix un	<b>The Dragon Machine by Helen Ward</b> - To write commands that give advice - To write information using a range of sentence forms - To write sentences that describe and explain	<b>The Dragon Machine by Helen Ward</b> - To create expanded noun phrases - To identify and use verbs that describe movement - To spell words with -ment and -ness	<b>The Dragon Machine by Helen Ward</b> - To use adverbs to explain changes in a story - To create a story plan	<b>The Dragon Machine by Helen Ward</b> - To use a plan to write the opening section of a narrative - To use a plan to write the middle section of a narrative	<b>The Dragon Machine by Helen Ward</b> - To use a plan to write the end of a narrative - To edit for spellings and publish work		



Maths	<p><b>Measuring capacity and volume</b></p> <ul style="list-style-type: none"> <li>-Compare millilitres and litres using fractions</li> <li>-Use millilitres as a unit of measurement</li> <li>-Compare and order millilitres and litres</li> </ul> <p>-Apply number bonds and derive related facts to 1,000</p> <p>-Solve word problems involving capacity and volume</p>	<p><b>Measuring mass</b></p> <ul style="list-style-type: none"> <li>- Weigh and compare the mass of objects in kilograms</li> <li>- Interpret scales and compare mass in grams</li> <li>- Add and subtract using mass</li> <li>-Multiply and divide using mass</li> <li>- Consolidate knowledge of mass through investigations</li> </ul>	<p><b>Assessment week</b></p> <p><b>Key skills:</b> - calculations - mental arithmetic - reasoning questions</p>	<p><b>Exploring calculation strategies</b></p> <ul style="list-style-type: none"> <li>-To apply addition strategies to solve equations</li> <li>-To apply subtraction strategies to solve equations</li> <li>-To solve part-whole word problems</li> <li>-To solve comparison word problems</li> </ul>	<p><b>Exploring calculation strategies</b></p> <ul style="list-style-type: none"> <li>-To add two 2-digit numbers (no regrouping)</li> <li>-To add two 2-digit numbers (with regrouping)</li> <li>-To subtract 2-digit numbers (no regrouping)</li> <li>-To subtract 2-digit numbers (with regrouping)</li> </ul>	<p><b>Multiplicative Thinking</b></p> <ul style="list-style-type: none"> <li>-Explore patterns between 2, 5 and 10 times tables</li> <li>-Explore the relationship between multiples of 2 and 4</li> <li>-Explore patterns between multiples of 2, 4, 5 and 10</li> <li>-Apply known facts to calculate new facts</li> </ul>	<p><b>Multiplicative Thinking</b></p> <ul style="list-style-type: none"> <li>-Explore fact families with multiplication and division</li> <li>-Connect multiplication and division facts</li> <li>-Explore the inverse relationship between multiplication and division</li> <li>-Explore relationships within and between multiplication and division</li> </ul>
Science	<p><b>Animals, including humans 1 – Growth</b></p> <p><b>Describe the needs of animals for survival</b></p>	<p><b>Animals, including humans 1 – Growth</b></p> <p><b>Describe the needs of humans for survival</b></p>	<p><b>Animals, including humans 1 – Growth</b></p> <p>Explore the importance of eating the right food</p>	<p><b>Animals, including humans 1 – Growth</b></p> <p>Describe what a healthy, balanced diet looks like</p>	<p><b>Animals, including humans 1 – Growth</b></p> <p>Investigate the impact of exercise on our bodies</p>	<p><b>Animals, including humans 1 – Growth</b></p> <p>Investigate hygiene</p>	
Geography	<p><b>Would you prefer to live in a hot or cold place?</b></p> <p>To name and locate the continents of the world.</p>	<p><b>Would you prefer to live in a hot or cold place?</b></p> <p>To locate the North and South Poles.</p>	<p><b>Would you prefer to live in a hot or cold place?</b></p> <p>To locate the equator on the world map</p>	<p><b>Would you prefer to live in a hot or cold place?</b></p> <p>To compare the UK and Kenya</p>	<p><b>Would you prefer to live in a hot or cold place?</b></p> <p>To investigate local weather conditions</p>	<p><b>Would you prefer to live in a hot or cold place?</b></p> <p>To identify key features of hot and cold places.</p>	
Computing -	<p><b>Programming quizzes</b></p> <p>To explain that a sequence of commands has a start</p>	<p>Programming quizzes</p> <p><b>To explain that a sequence of commands has an outcome</b></p>	<p><b>Programming quizzes</b></p> <p>To create a program using a given design</p>	<p><b>Programming quizzes</b></p> <p>To change a given design</p>	<p><b>Programming quizzes</b></p> <p>To create a program using my own design</p>	<p><b>Programming quizzes</b></p> <p>To decide how my project can be improved</p>	



RE	<b>Why did Jesus tell stories?</b> To remember a Christian story (The lost Son)	<b>Why did Jesus tell stories?</b> To express how different characters feel in a Christian story.	<b>Why did Jesus tell stories?</b> To learn from the parable of the 'Rich Fool'.	<b>Why did Jesus tell stories?</b> To learn from the parable 'The wise and the foolish builders'			
Music	<b>Exploring Pulse and Rhythm Unit Aim:</b> To develop children's ability to read and play rhythm phrases confidently and explore the mood of recorded music	<b>Exploring Pulse and Rhythm Unit Aim:</b> To develop children's ability to read and play rhythm phrases confidently and explore the mood of recorded music	<b>Exploring Pulse and Rhythm Unit Aim:</b> To develop children's ability to read and play rhythm phrases confidently and explore the mood of recorded music	<b>Exploring Pulse and Rhythm Unit Aim:</b> To develop children's ability to read and play rhythm phrases confidently and explore the mood of recorded music	<b>Exploring Pulse and Rhythm Unit Aim:</b> To develop children's ability to read and play rhythm phrases confidently and explore the mood of recorded music	<b>Exploring Pulse and Rhythm Unit Aim:</b> To develop children's ability to read and play rhythm phrases confidently and explore the mood of recorded music	<b>Exploring Pulse and Rhythm Unit Aim:</b> To develop children's ability to read and play rhythm phrases confidently and explore the mood of recorded music
PSHE- Jigsaw	<b>Relationships</b> Discussing roles and responsibilities in a family and the importance of cooperation, appreciation, and trust.	<b>Relationships</b> -Learn and practise strategies for conflict resolution.	<b>Relationships</b> -Understanding the importance of trust in	<b>Christopher Winter Project</b> (SRE and Drugs & Alcohol Education)	<b>Differences:</b> Lesson 1: Differences Lesson 2: Male and Female Animals Lesson 3: Naming Body Parts		
PE	<b>Teacher- Invasion Games</b> Basketball Attack vs Defense  -To practise sending and catching different items. To practise sending and receiving a beanbag with a partner while attached to each other.  <b>Coach- Net &amp; Wall skills</b> (Cricket/tennis) Technique Confidence Rules	<b>Teacher- Invasion Games</b> Basketball Attack vs Defense  - To practise catching a bouncing ball. To practise sending and receiving a beanbag or ball with a partner. To move quickly to catch a ball from further away.  <b>Coach- Net &amp; Wall skills</b> (Cricket/tennis) Technique Confidence Rules	<b>Teacher- Invasion Games</b> Basketball Attack vs Defense  - To track your partner's movements. To practise trying to intercept a moving object. To evade someone attempting to intercept your object.  <b>Coach- Net &amp; Wall skills</b> (Cricket/tennis) Technique	<b>Teacher- Invasion Games</b> Basketball Attack vs Defense  - To practise sending and receiving a ball with a partner. To keep possession away from a defender.  <b>Coach- Net &amp; Wall skills</b> (Cricket/tennis) Technique Confidence Rules	<b>Teacher- Invasion Games</b> Basketball Attack vs Defense  - To send and receive a rolling ball. To keep possession away from a defender.  <b>Coach- Net &amp; Wall skills</b> (Cricket/tennis) Technique Confidence Rules	<b>Teacher- Invasion Games</b> Basketball Attack vs Defense  - To practise sending and receiving a ball as part of a group. To keep possession of a ball away from a defender.  <b>Coach- Net &amp; Wall skills</b> (Cricket/tennis) Technique Confidence Rules	<b>Teacher- Invasion Games</b> Basketball Attack vs Defense  - To practise sending and receiving a ball as part of a group. To keep possession of a ball away from a defender.  <b>Coach- Net &amp; Wall skills</b> (Cricket/tennis) Technique Confidence Rules



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