



Topic driver: Princess Smartypants

Subject Read aloud text:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reading		<p>Fiction</p> <p>Princess Smartypants</p> <ul style="list-style-type: none"> -explaining the meaning of words in context - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -identifying main ideas drawn from more than 1 paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning. 	<p>Non-Fiction</p> <p>Sukkot</p> <ul style="list-style-type: none"> - retrieve and record information from non-fiction -explaining the meaning of words in context -identifying main ideas drawn from more than 1 paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning 	<p>Non-Fiction</p> <p>Light</p> <ul style="list-style-type: none"> - retrieve and record information from non-fiction -explaining the meaning of words in context -identifying main ideas drawn from more than 1 paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning 	<p>Non-Fiction</p> <p>Black history – Mary Seacole</p> <ul style="list-style-type: none"> - retrieve and record information from non-fiction -explaining the meaning of words in context -identifying main ideas drawn from more than 1 paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning 	<p>Poetry</p> <p>Who is looking at the moon.</p> <ul style="list-style-type: none"> -preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -discussing words and phrases that capture the reader's interest and imagination -recognising some different forms of poetry 	<p>Fiction</p> <p>Hansel and Gretel</p> <ul style="list-style-type: none"> -explaining the meaning of words in context - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -identifying main ideas drawn from more than 1 paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning.
Writing	<p>Princess Smartypants</p> <ul style="list-style-type: none"> -To use adjectives and noun phrases to describe characters. -To find definitions of new words -To use drama to retell the story (story whoosh) -To use a variety of conjunctions 	<p>Princess Smartypants</p> <ul style="list-style-type: none"> -To use conscience alley to gather information. -To know the difference between 'to, too and two' -To write the beginning of the story. 	<p>Princess Smartypants</p> <ul style="list-style-type: none"> - To edit a paragraph To write a character description -To up-level sentences 	<p>Princess Smartypants</p> <ul style="list-style-type: none"> -To use simple past and past continuous -To edit a paragraph -To write a character description 	<p>Princess Smartypants</p> <ul style="list-style-type: none"> -To act out Prince Swashbuckle -To write about Prince Swashbuckle 	<p>Princess Smartypants</p> <ul style="list-style-type: none"> -To write an alternative ending of a story -To edit a paragraph -To use past tense 	<p>Princess Smartypants</p> <ul style="list-style-type: none"> -To write an alternative ending of a story -To edit a paragraph -To use past tense



		<p>Lesson 1 How does a digital device work?</p> <ul style="list-style-type: none"> -To explain how digital devices function - I can explain that digital devices accept inputs - I can explain that digital devices produce outputs - I can follow a process 	<p>Lesson 2 What parts make up a digital device?</p> <ul style="list-style-type: none"> -To identify input and output devices -I can classify input and output devices -I can design a digital device -I can describe a simple process 	<p>Lesson 3 How do digital devices help us?</p> <ul style="list-style-type: none"> -To recognise how digital devices can change the way we work -I can explain how I use digital devices for different activities -I can recognise similarities between using digital devices and non-digital tools -I can suggest differences between using digital devices and non-digital tools 	<p>Lesson 4 How am I connected?</p> <ul style="list-style-type: none"> -To explain how a computer network can be used to share information -I can recognise different connections -I can explain how messages are passed through multiple connections -I can discuss why we need a network switch 	<p>Lesson 5 How are computers connected?</p> <ul style="list-style-type: none"> -To explore how digital devices can be connected -I can recognise that a computer network is made up of a number of devices -I can demonstrate how information can be passed between devices -I can explain the role of a switch, server, and wireless access point in a network 	<p>Lesson 6 What does our school network look like?</p> <ul style="list-style-type: none"> -To recognise the physical components of a network -I can identify how devices in a network are connected together -I can identify networked devices around me -I can identify the benefits of computer networks
RE	<p>What makes us human? To understand what makes being human special by exploring Humanist beliefs.</p>	<p>What makes us human? To consider what makes humans special by exploring beliefs about the soul.</p>	<p>What makes us human? To describe what some people believe about being human through exploring personal responses.</p>	<p>What makes us human? To explore the meaning of spirituality to different people.</p>	<p>What makes us human? To explain how and why some Buddhists meditate.</p>	<p>What makes us human? To explain how and why some Buddhists meditate.</p>	<p>What makes us human? To present own and others' views to answer the enquiry question, 'What makes us human?'.</p>
Music		<p>Specialist music teacher</p> <p style="text-align: center;"><u>Animal Magic</u></p> <p>Unit Aim: To develop children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.</p>					
Art & Technology	<p>Drawing: Growing artists</p> <p>Lesson 1: See like an artist To recognise how artists use shape in drawing.</p>	<p>Drawing: Growing artists</p> <p>Lesson 2: Shading To understand how to create tone in drawing by shading.</p>	<p>Drawing: Growing artists</p> <p>Lesson 3: Texture pictures To understand how texture can be created and used to make art.</p>	<p>Drawing: Growing artists</p> <p>Lesson 4: Botanical drawing To apply observational drawing skills to create detailed studies.</p>	<p>Drawing: Growing artists</p> <p>Lesson 5: Abstract flowers To explore composition and scale to create abstract drawings.</p>	<p>Drawing: Growing artists</p> <p>Work on tone Practice shading smoothly from light to dark Filling in a template with a contrasting background</p>	<p>Drawing: Growing artists</p> <p>To use shapes, shading, and texture in art to enhance drawing skills.</p>



PSHE	<p>Settling In</p> <ul style="list-style-type: none"> - Class charter - Ground rules and expectations - mindup 	<p>Settling In</p> <p>-Zones Of Regulation (how to use them) posters with advice</p>	<p>Settling In</p> <p>-What makes a good learner?</p>	<p>Settling In</p> <p>-setting targets for learning (inside the class)</p> <p>-setting targets for playing (outside the class)</p>	<p>Empathy</p> <p>-Understand feelings</p>	<p>Empathy</p> <p>- walking in someone's shoes</p>	<p>Kapow</p> <p>- ground rules and introduction</p>
PE		<p>Coach</p> <p>Multi-Skills Fundamental movements and skills (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique</p> <p>Teacher</p> <p>Invasion Games Basketball/Handball</p>	<p>Coach</p> <p>Multi-Skills Fundamental movements and skills (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique</p> <p>Teacher</p> <p>Invasion Games Basketball/Handball</p>	<p>Coach</p> <p>Multi-Skills Fundamental movements and skills (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique</p> <p>Teacher</p> <p>Invasion Games Basketball/Handball</p>	<p>Coach</p> <p>Multi-Skills Fundamental movements and skills (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique</p> <p>Teacher</p> <p>Invasion Games Basketball/Handball</p>	<p>Coach</p> <p>Multi-Skills Fundamental movements and skills (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique</p> <p>Teacher</p> <p>Invasion Games Basketball/Handball</p>	<p>Coach</p> <p>Multi-Skills Fundamental movements and skills (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique</p> <p>Teacher</p> <p>Invasion Games Basketball/Handball</p>
Spanish		<p>Spanish greetings with puppets</p> <p>To greet someone and make an introduction in Spanish.</p>	<p>Spanish greetings with puppets</p> <p>To listen and recognise key phonemes 'o' and 'a'.</p>	<p>Spanish greetings with puppets</p> <p>To recognise different greetings in Spanish.</p>	<p>Spanish greetings with puppets</p> <p>To be able to find out how someone is feeling in Spanish.</p>	<p>Spanish greetings with puppets</p> <p>To listen and join in with a Spanish finger puppet rhyme.</p>	<p>Spanish greetings with puppets</p> <p>To apply understanding of greetings conventions in Spanish to perform a rhyme from memory.</p>