



Topic driver: Fables and trickster stories

Subject Read aloud text:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reading	<u>Trickster stories- Mighty Thor and the Bearded Bride</u> -read and discuss a new text -I can support word meaning with evidence from the text -I can form impressions of a character -I can order events in a story	<u>Sneaky peak</u> Using previous test papers to practice reading test skills	<u>Assessment week</u> Working on test skills: -skimming and scanning -finding and snapping from the text -finding a near match in the text -looking around the text for clues	<u>Poetry- Fireworks by Enid Blyton</u> -read and discuss a new text -I can identify imagery in poetry -I can make inferences about a poem and support with evidence -I can order events in a poem -reading for pleasure	<u>Non-Fiction- what is Diwali</u> -read and discuss a new text -I can explain the meaning of words in context -I can order events in a text -I can identify whether a statement about a text is true or false -reading for pleasure	<u>Non-Fiction- Manga</u> -read and discuss a new text -I can explain the meaning of words in context -I can identify whether a statement about a text is true or false -I can make comparisons within a text -reading for pleasure	<u>Christmas reading for pleasure</u> Looking at different text types, poetry, stories, non-fiction text, with the focus on Christmas. Focus on reading for pleasure skills.
Writing	<u>Fables and tricker stories (Anansi and the Turtle)</u> . -Learning ingredients of Tricksters stories and fables. -Up-leveling sentences and planning to retell fable for following week.	<u>Anansi and the Turtle</u> -To retell the Fable Anansi and the Turtle (Beginning, middle and End.) -Editing our writing as we go.	<u>Anansi and the Turtle</u> -To retell the Fable Anansi and the Turtle (Beginning, middle and End.) -Editing our writing as we go.	<u>Lion and the Mouse</u> -Explore the fable Lion and the Mouse -Classify and collect new verbs and nouns. -Plan to retell Lion and the Mouse.	<u>Lion and the mouse</u> -Retell Lion and the Mouse, using plans from the previous week. -Writing, beginning, middle and end. Editing our writing as we go.	<u>The Birds</u> Explore the Birds movie clip. Plan our own story map of The Birds using literacy devices.	<u>The Birds</u> Retell – The Birds using plans from previous week. -To edit and improve -Extend: to create our own version of The Birds
Maths	<u>Graphs</u> -interpret and present data using bar charts, pictograms and tables -solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented	<u>Addition and Subtraction</u> To explore mental strategies for addition and subtraction of 3-digit numbers and tens,	<u>Addition and subtraction</u> To explore formal column method for addition To explore formal column method for subtraction	<u>Assessment week</u> Focusing on text skills: -arithmetic knowledge, rehearsing skills previously taught -finding the key information in a question to know how to answer it	<u>Addition and Subtraction</u> To apply understanding of addition and subtraction to word problems.	<u>Length and Perimeter</u> To measure using cm or mm To measure and draw using mixed cm and mm To calculate the perimeter of 2-D.	<u>Length and Perimeter</u> To calculate the shapes in cm or mm To apply knowledge of length and perimeter to word problems



	in scaled bar charts and pictograms and tables			-thinking about what would be the most efficient way to solve the question.			
Science	Light Identify the difference between light sources and non-light sources.	Light Explore the light that comes from the sun and how to stay safe.	Light Explore materials which are reflective.	Light Discover how shadows are formed.	Light Investigate how shadows change throughout the day.	Light Investigate how you can change the size of a shadow.	Light End of unit test.
Geography	Why do people live near volcanoes? Lesson 1: How is the Earth constructed? Learning about the Earth's layers and their properties, and developing an understanding of tectonic plates.	Why do people live near volcanoes? Lesson 2: Where are mountains found? Children will study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape	Why do people live near volcanoes? Lesson 3: Why and where do we get volcanoes? Children to explain how volcanoes form and describe their features and where they can be found globally. Children will also look at how they can list the three ways volcanoes can be classified.	Why do people live near volcanoes? Lesson 4: What are the effects of a volcanic eruption? Children to describe the negative and positive effects of living near a volcano and summarise why people live near volcanoes.	Why do people live near volcanoes? Lesson 5: What are earthquakes and where do we get them? Learning what earthquakes are, why they happen and where they often occur. Understanding some of the negative effects that an earthquake can have.	Why do people live near volcanoes? Lesson 6: Where have the rocks around school come from? Observing and recording the location of rocks on the school grounds. Making links between types of rocks and their origin.	
Computing	Animation	Animation To explain that animation is a sequence of drawings or photographs I can draw a sequence of pictures I can create an effective flip book—style animation I can explain how an animation/flip book works	Animation To relate animated movement with a sequence of images I can predict what an animation will look like I can explain why little changes are needed for each frame I can create an effective stop-frame animation	Animation To plan an animation I can break down a story into settings, characters and events I can describe an animation that is achievable on screen I can create a storyboard	Animation To identify the need to work consistently and carefully I can use onion skinning to help me make small changes between frames I can review a sequence of frames to check my work I can evaluate the quality of my animation	Animation To review and improve an animation I can explain ways to make my animation better I can evaluate another learner's animation I can improve my animation based on feedback	Animation To evaluate the impact of adding other media to an animation I can add other media to my animation I can explain why I added other media to my animation I can evaluate my final film



RE	What makes us human? Lesson 1: What is special about being human? Exploring what makes being human special and different from other living creatures.	What makes us human? Lesson 2: What is a soul and do we all have one? Developing an understanding of how some people describe the soul, what it might look like and what some people believe it is responsible for.	What makes us human? Lesson 3: What do some people think makes us human? Finding out what people with different religious and non-religious worldviews believe about the inner self and the soul.	What makes us human? Lesson 4: What is spirituality? Exploring what spirituality means to children and to people with different beliefs.	What makes us human? Lesson 5: What do some Buddhists do to focus on their inner self? Learning about the Buddhist practice of meditation, including its benefits, challenges and how it links to beliefs about the inner self.	What makes us human? Lesson 6: Does anyone know what makes us human? Using prior learning about some worldviews' beliefs, ideas and practices to answer the enquiry question 'What makes us human?'	What makes us human? Interpreting and using art to express beliefs about spirituality, inner self and the soul.
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.
Art & Design/ Technology	Create pneumatic toys. children investigate and explore different pneumatic systems	Create pneumatic toys. children investigate and explore different pneumatic systems	Create pneumatic toys. children use their understanding of pneumatics to design their own pneumatics toys through thumbnail sketches and exploded diagrams	Create pneumatic toys. children use their understanding of pneumatics to design their own pneumatics toys through thumbnail sketches and exploded diagrams	Create pneumatic toys. - children create a working pneumatic system and casing for their toys	Create pneumatic toys. Pupils add decorations and assemble the final components to complete their pneumatic toys	Create pneumatic toys. Pupils evaluate their pneumatic toys .
PSHE	Families and relationships Lesson 1: Healthy families	Families and relationships Lesson 2: Friendship conflict	Families and relationships Lesson 3: Friendship: conflict versus bullying	Families and relationships Lesson 4: Effective communication	Families and relationships Lesson 5: Learning who to trust	Families and relationships Lesson 6: Respecting differences in others	Families and relationships Lesson 7: Stereotyping: Gender



	Understanding that all families are different and they love and support each other; if problems do arise, help is available.	To understand that friendships have ups and downs and that problems can be resolved.	Understanding what bullying is, its impact and what help is available if someone is being bullied.	Understanding the different ways we communicate and the importance of good listening.	Identifying who to trust and why, and what to do if you do not trust someone or they break your trust.	Respect and learning about the differences between people and the importance of respecting these differences.	Learning that stereotypes are present in everyday life and children's toys can reinforce gender stereotypes.
PE	Dance With Class teacher Develop motifs and perform in groups - Direction pt 1 all the way up to the explore/ play section - Direction pt 2 Re do the warmup and play sections to lead into creation - Stillness pt 1 All the way up to the create section - Re do the warmup and create sections then share with partners/ class - Rehearsal - Show to another class Specialist PE coach • Invasion Games Tag Rugby Skills Communication Understanding Teamwork Physical Ability						
Spanish	Shapes and Colours in Spanish To recognise and name some colours in Spanish.	Shapes and Colours in Spanish To begin to describe shapes using colour adjectives.	Shapes and Colours in Spanish To create and practise descriptive phrases orally.	Shapes and Colours in Spanish To read and recognise descriptive phrases in Spanish.	Shapes and Colours in Spanish To write a design brief using shape and colour vocabulary.	Shapes and Colours in Spanish To create a short presentation using descriptive phrases.	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