Topic driver: The Seaside							
Subject	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Read aloud book	The Train of Fear. Grey Read Write inc books.	The deep blue sea – Grey Read Write inc books.	Owl Babies	Frog and Toad	The Dog from outer space	The Smartest giant in Town.	Little Leaders: Bold Women in Black History Vashti Harrison
Guided Reading	Teaching phonics assessed to RWI programme. Decodable phonics books will be used in guided reading sessions. Children learn to: • draw on knowledge of vocabulary to understand texts • identify / explain key aspects of fiction and non-fiction texts, such as characters, events, • titles and information • identify and explain the sequence of events in texts • make inferences from the text • predict what might happen on the basis of what has been read so far						
Writing	***Clean up*** To write a post card home (using the senses) expanded noun phrases To write expanded noun phrases To write a recount of real-life experience (Operation Clean-Up Crew)	**Owl Babies** Write a setting –a forest description In role as a baby owl – using sense writing sentences (about being scared and how to make themselves feel better) Write simple coherent sentences Adjectives, noun phrase similes Demarcate sentences with CL, . ! ?	**Owl Babies** Learn by heart story and add extra thoughts, dialogue and wishes –ext. ending (Oral rehearsal/drama/small world) Use conjunctions –or, and, but To box up the story Past tense Sentence openers,	**Owl Babies** To write the beginning To edit the beginning To write the middle Use conjunctions- when, if, because, that, since Suffix- ment, ness, ful, less, ly Use comma when listing Demarcate sentences with CL, . ! ?	**Fox Babies** To edit the end To Box up new story- Fox babies Write simple coherent sentences Adjectives, noun phrase similes Demarcate sentences with CL, . ! ?	**Fox Babies** To edit the end To Box up new story- Fox babies Write simple coherent sentences Adjectives, noun phrase similes Demarcate sentences with CL, . ! ?	

Maths	***Measuring length*** *Comparing, estimating and measuring length* *L1: Compare non-standard units and standard units L2: Estimate, measure, compare and order length in metres* *Measuring, estimating and comparing length in centimetres* *L3: Measure length in centimetres* *L4: Estimate, measure, compare and order length in centimetres*			*Exploring and measuring length in different contexts L5: Measure curved and straight lines* *L6: Investigate the length of certain body parts* *Drawing specified lengths* *L7: Draw lines with specified lengths* *Solving word problems* *L8: Apply knowledge of length when problem solving*		***Unit 5: Graphs*** *Representing data using a table, pictogram and block diagram* *L1: Represent and interpret data using a pictogram and table* *L2: Represent and interpret data using a block diagram and table* *Representing data using a tally chart, pictogram and block diagram* *L3: Represent and interpret data using a tally chart and scaled pictogram* *L4: Represent and interpret data using a tally chart and scaled block diagram* *Interpreting data* *L5: Interpret data from scaled pictograms and block diagrams*	
Science Living things and their habitats - Habitats around the world	Learn about habitats	Appreciate that environments are constantly changing	Explore the rainforest and its problems	Describe life in the ocean	Discover the Arctic and Antarctic habitat	Create a model of a habitat	End Unit Test: Living things and their habitats - Habitats around the world
Geography	Where are the seas and oceans surrounding the UK? To locate the seas and oceans surrounding the UK.	What is the coast? To explain what the coast is.	What are the features of the Jurassic Coast? To identify the physical features of the coast.	How do people use Weymouth? To identify human features on the coast.	How do people use our local coast? (Data collection) To investigate how people use the local coast.	How do people use our local coast? (Findings) To present findings on how people use the local coast	
ICT Creating Media – Digital Photography	To use a digital device to take a photograph	To make choices when taking a photograph	To describe what makes a good photograph	To decide how photographs can be improved	To use tools to change an image	To recognise that photos can be changed	
RE – Why is light important to people	Why are lights used at special times?	Who were Rama and Sita?	Why and how are lights used during Diwali?	How are candles used during Advent?	What do candles symbolise at Hanukkah?	Why are lights used symbolically?	What can light mean at Christmas?
Music	**Specialist Teacher**						

	Unit Aim: **To discriminate between higher and lower sounds and understand the So/Mi interval** ➢ To hear the difference between So and Mi when played or sung together ➢ To improvise satisfactory short musical phrases using So and Mi chime bars ➢ To understand the difference between higher and lower sounds ➢ To discriminate between higher and lower sounds and understand the So/Mi interval To respond to a piece of music with higher and lower sounds with visual art						
DT - Textiles: Pouches	To sew a running stitch.		To join fabrics using a running stitch.	To decorate a pouch using fabric glue or stitching.			
PSHE - Families and relationships	To begin to understand the role of the family in their lives.	To begin to understand the range of families they may encounter now and in the future.	To recognise how others show feelings in different ways and how to respond.	To begin to understand that some friendships might make us feel unhappy and how to deal with this.	To begin to understand the conventions of courtesy and manners.	To begin to understand the process and emotions relating to grief.	
PE - Dance	Dance To respond to stimuli with a range of actions. To explore movements while repeating and putting them together.	Dance To move at different speeds. To create shapes and actions. To combine your actions with a partner.	Dance To create elastic shapes. To practise, link and repeat movements to put them into a sequence.	Dance To move in time with the music. To learn and create dance moves with a partner.	Dance To be creative and invent contrasting moves. To watch and copy your partners actions.	Dance To combine several actions to create a sequence. To perform with a partner.	
PE- Specialist Coach	Invasion skills Throwing Towards a Target, Technique, Resilience, Physical ability, Confidence						

Trip	