Topic driver: Fables and trickster stories						
Subject Read aloud text:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	**Trickster stories- Mighty Thor and the Bearded Bride** -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	**Sneaky peak** Using previous test papers to practice reading test skills	**Assessment week** 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	**Poetry- Fireworks by Enid Blyton** -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	**Non-Fiction- what is Diwali** -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	**Poetry - 'Twas the Night poem** -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 **Christmas reading for pleasure** Looking at different text types, poetry, stories, non-fiction text, with the focus on Christmas. Focus on reading for pleasure skills.
Writing	**Fables and tricker stories (Anansi and the Turtle)**. -Learning ingredients of Trickers stories and fables. -Up-leveling sentences and planning to retell fable for following week.	**Anansi and the Turtle** -To retell the Fable Anansi and the Turtle (Beginning, middle and End.) -Editing our writing as we go.	**Anansi and the Turtle** -To retell the Fable Anansi and the Turtle (Beginning, middle and End.) -Editing our writing as we go.	**Lion and the Mouse** -Explore the fable Lion and the Mouse -Classify and collect new verbs and nouns. -Plan to retell Lion and the Mouse.	**Lion and the mouse** -Retell Lion and the Mouse, using plans from the previous week. -Writing, beginning, middle and end. Editing our writing as we go.	**The Birds** Explore the Birds movie clip. Plan our own story map of The Birds using literacy devices. Retell – The Birds using plans from previous week. -To edit and improve -**Extend: to create our own version of The Birds**

Maths	**Graphs** -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 in scaled bar charts and pictograms and tables	**Addition and Subtraction** To explore mental strategies for addition and subtraction of 3-digit numbers and tens,	**Addition and subtraction** To explore formal column method for addition To explore formal column method for subtraction	**Assessment week** Focusing on text skills: -arithmetic knowledge, rehearsing skills previously taught -finding the key information in a question to know how to answer it -thinking about what would be the most efficient way to solve the question.	**Addition and Subtraction** To apply understanding of addition and subtraction to word problems.	**Length and Perimeter** To measure using cm or mm To measure and draw using mixed cm and mm To calculate the perimeter of 2-D. To calculate the shapes in cm or mm To apply knowledge of length and perimeter to word problems
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.
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 ay 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** To explain that animation is a sequence of drawings	**Animation** To relate animated movement with a sequence of images	**Animation** To plan an animation I can break down a	**Animation** To identify the need to work consistently and carefully	**Animation** To review and improve an animation	**Animation** To evaluate the impact of adding other media to an

	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	 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	story into settings, characters and events I can describe an animation that is achievable on screen I can create a storyboard	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	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 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	**Where do our morals come from?** Lesson 1: How do we know what is right and wrong? To explain what morals are by exploring Golden Rules from different worldviews.	**Where do our morals come from?** Lesson 2: What do some Christian and Jewish people believe about right and wrong? To evaluate the importance of religious guidance to some Christian and Jewish people.	**Where do our morals come from?** Lesson 3: How do people remember the rules? To identify how some people remember moral guidance by exploring artefacts.	**Where do our morals come from?** Lesson 4: Is all religious guidance the same? To describe how religious guidance can influence daily life in different worldviews.	**Where do our morals come from?** Lesson 5: How do some Buddhists make moral decisions? To explore beliefs by comparing religious and non-religious guidance.	**Where do our morals come from?** Lesson 6: What helps you make moral decisions? To express ideas and justify opinions about moral guidance by evaluating those from other worldviews.
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 use their understanding of pneumatics to design their own pneumatics	**Create pneumatic toys.** children use their understanding of pneumatics to design their own pneumatics	**Create pneumatic toys.** - children create a working pneumatic	**Create pneumatic toys.** Pupils add decorations and assemble the final components to	**Create pneumatic toys.** Pupils evaluate their pneumatic toys .

		toys through thumbnail sketches and exploded diagrams	toys through thumbnail sketches and exploded diagrams	system and casing for their toys	complete their pneumatic toys	
PSHE	**My Healthy Self** **How can I take care of my mind and body?** L1 How do emotions affect my body	**My Healthy Self** **How can I take care of my mind and body?** L2 How can I tell how someone else might be feeling?	**My Healthy Self** **How can I take care of my mind and body?** L3 How are my mind and body connected?	**My Healthy Self** **How can I take care of my mind and body?** L4 How does sleep help my mind and body?	**My Healthy Self** **How can I take care of my mind and body?** L5 What can I do when I experience strong emotions?	**My Healthy Self** **How can I take care of my mind and body?** L6 When should I ask an adult for emotional support?
PE	**Specialist PE coach** • Invasion Games Tag Rugby Skills Communication Understanding Teamwork Physical Ability **PE with Class Teacher- Invasion Games Basketball/Handball** To move safely in a confined space. To practise passing and catching using different types of passes with your hands	**Specialist PE coach** • Invasion Games Tag Rugby Skills Communication Understanding Teamwork Physical Ability **PE with Class Teacher- Invasion Games Basketball/Handball** To move safely in a confined space. To practise passing and catching using different types of passes with your hands.	**Specialist PE coach** • Invasion Games Tag Rugby Skills Communication Understanding Teamwork Physical Ability **PE with Class Teacher- Invasion Games Basketball/Handball** To develop using different types of passes. To use these passes to aim for a target	**Specialist PE coach** • Invasion Games Tag Rugby Skills Communication Understanding Teamwork Physical Ability **PE with Class Teacher- Invasion Games Basketball/Handball** To find space before you receive a pass. To use the space and different passes to keep possession of the ball in a game situation.	**Specialist PE coach** • Invasion Games Tag Rugby Skills Communication Understanding Teamwork Physical Ability **PE with Class Teacher- Invasion Games Basketball/Handball** To find space before you receive a pass. To use the space and different passes to keep possession of the ball in a game situation.	**Specialist PE coach** • Invasion Games Tag Rugby Skills Communication Understanding Teamwork Physical Ability **PE with Class Teacher- Invasion Games Basketball/Handball** To improve movement to receive a pass. To play a small-sided game to improve keeping possession and aiming towards a target.
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 and recognise descriptive phrases orally.	**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