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|  | **Subject:** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | **Week 6** |
|  | **T4W** | **Fiction: Little Red Riding Hood**  **Short Burst Writing –** Journey Story  **Focus:** Setting  Write a story setting for a journey story.  **Vocab: setting, frosty, damp, towered, distance, chilly, pawprints** | | | **Non-Fiction: How to trap a wolf**  **Text Type –** Instructions  Write effective instructions to be followed.  **Vocab:** instructions, imperative verbs, time connectives, sequence, order,  bullet points | | | |
| **Imitation**  L1: Cold Task – I can write a setting description for a journey story.  L2: Creative Hook – *senses to imagine different story settings.*  L3: Creative hook – *senses to experience different story settings.*  L4: Warm up/embed words, phrases and grammar – *Other story settings (adjectives to suit the mood)* | L5: Warm up/embed words, phrases and grammar – *Other story settings (similes)*  L6: Deepening Understanding – *use sentences of 3 to describe – commas.*  **Internalise**  L7: Model Text: Little Red Riding Hood – *story mapping*  L8: Reading as a Reader  *Analyse and toolkit*  L9: Reading as a Writer  *Box-Up plan* | **Innovation**  L10 – Innovation of ideas.   * Choose from bank of settings * Weather * Time of day * Use senses   L11: Box-up innovating  L12: Shared Writing – Teacher Model (opening of story including setting description)  L13 & 14: Hot Task – I can write a setting description for a journey story.  L15: Editing/self-assessment | **Imitation**  L1: Cold Task –  I can write effective instructions.  L2**:** Creative Hook – school CCTV has captured a wolf in the playground  **L3:** Warm up/embed words, phrases and grammar *– instructional language games.*  **L4:** Warm up/embed words, phrases and grammar – *muddled instructions.*  L5: Warm up/embed words, phrases and grammar – other examples of text | | **Internalise**  L6: Model Text: *How to Trap a Wolf*  L7: Reading as a reader  *Comprehension*    L8: Reading as a writer  *Box-up plan*  **Innovation**  L9 –Innovation of ideas.  *Ideas for trapping a dangerous animal.*  L10: Box-up Innovating  -different creature  -method of trapping | L11: Shared Writing  *Teacher model*    L12 and L13: Hot Task –  I can write effective  instructions.  L14: Editing/  Self-assessment |
|  | **SPaG** | Adjectives to suit the mood  Similes – using like e.g. - like sizzling sausages.  Sentences of 3 to describe.  Commas in a list. | | | Bossy verbs – imperative verbs  Time connectives  Commas in a list  Subject specific / technical language  Numbers/bullet points | | | |
|  | **Poetry** | Spring Wind – Poetry Basket | | Moon Rocket by Jane Newberry | | | The Moon Speaks! By James C |  |
|  | **Whole Class Reading** | Fiction: Traction Man | | Non-fiction: Instructions | | | Poetry Review |  |
|  | **Maths** | **Focus: Multiplication and Division**  **Vocab:** equal, groups, unequal, even, multiplication, divide, doubling, halving, odd | | | | | |  |
|  | **Step 1 –** Recognise equal groups  **Step 2 –** Make equal groups | **Step 3 –** Add equal groups  **Step 4 –** Introduce the multiplication symbol  **Step 5 –** multiplication sentences | **Step 6 –** use arrays  **Step 7 –** make equal groups (grouping)  **Step 8 –** make equal groups (sharing) | **Step 9 –** the 2 times-table  **Step 10 –** divide by 2  **Step 11 –** doubling and halving | | **Step 12 –** odd and even numbers  **Step 13 –** the 10 times-table  **Step 14 –** divide by 10 | **Step 15 –** the 5 times-table  **Step 16 –** divide by 5  **Step 17 –** the 5 and 10 times-tables  **End of Unit Assessment** |
|  | **Science** | **Focus:** Animals including humans  **NC ref:** pupils should be taught to -   * Notice that animals, including humans, have offspring which grow into adults * Find out about and describe the basic needs of animals, including humans, for survival (water, food, air) * Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene   **Skills:**   * Science enquiry – pattern seeking, research and identifying and classifying. * Begin to look for natural patterns and relationships and decide what data to collect and to identify them * Select information from a range or given sources and ask questions * Identify and classify   **Vocabulary:** exercise, heart, physical health, mental health, diet, balanced, healthy, unhealthy, sugar, fat, fruit, vegetables, meat, germs, disease, doctor, hygiene, teeth, plaque, filling, air, shelter, baby, adult, offspring, grow, change, life cycle | | | | | | |
| Lesson 1 – Pre-assessment  Animals including humans  Question Spinners. | Lesson 2 – Exercise  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  **Pattern Seeking**  Does the type of exercise effect our heart rate?  **Vocab:** heart, exercise, physical health, mental health | Lesson 3 – Food  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  **Identifying, Grouping and Classifying**  Can you identify healthy and unhealthy foods?  **Vocab:** diet, balanced, healthy, unhealthy, sugar, fat, fruit, vegetables, meat | Lesson 4 – Hygiene  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  **Vocab:** germs, disease, doctor, hygiene, teeth, plaque, filling | Lesson 5 – Basic Needs  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  **Researching using secondary sources**  Can you find out and describe the basic needs of animals, including humans?  **Vocab:** survival, water, food, air, shelter | | Lesson 6 – Offspring  Notice that animals,  including humans,  have offspring which  grow into adults    **Vocab:** egg, baby,  offspring, grow, change,  life cycle |
|  | **History** | **NC ref:** Lives of significant individuals  Events beyond living memory,  **Focus:** Space Travel – Neil Armstrong  **Skills:**   * To recount main events from a significant event in history * Write simple recounts of events in the past * Draw labelled diagrams and write about objects in the past   **Prior knowledge:** Alternate significant events.  **Key knowledge:**   * Timeline of events: including launch of the first rocket, animals in space, landing of Apollo 11, first female astronaut in space, first British astronaut in space. * Why was the Apollo 11 moon landing so significant? * What did we find out the first time people landed on the moon? * How did Neil Armstrong become the first man on the moon? * How has space exploration changed over the years? What impact has this ability to travel had?   **Key Vocabulary:** Moon, Orbit, Air, Astronaut, Launch, NASA, Spacecraft, Mission, Apollo 11 | | | | | |  |
| **Lesson 1 –** Enquiry question: What inspires people to want to go on an expedition?  **Vocab:** moon, orbit, astronaut, mission | **Lesson 2** - Space Explorers: timeline of events  **Vocab:** moon, orbit, launch, NASA, Spacecraft, Mission, Apollo 11 | **Lesson 3 –** Why was Apollo 11 moon landing significant and what was found during the first moon landing?  **Vocab:** astronaut, launch, NASA, spacecraft, mission, Apollo 11 | **Lesson 4** - Learn about who Neil Armstrong was, what he did and where he went.  **Vocab:** astronaut, launch, NASA, spacecraft, mission, Apollo 11 | | **Lesson 5** – How has space exploration changed over the years?  **Vocab:** moon, orbit, air, spacecraft, Apollo 11, NASA | **Lesson 6 –** To understand the role space exploration has had.  **Vocab**: NASA, spacecraft, mission, Apollo 11 |
|  | **Geography** | **N/A alternative history focus** | | | | | |  |
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|  | **DT** | **N/A alternative art focus** | | | | | |  |
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|  | **Art** | **Focus:** *Expressive Painting*  **NC ref**   * To use a range of materials creatively to design and make products * To use drawing to develop and share their ideas, experiences and imagination. * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * To look at the work of a range of artists, describing the differences and similarities and making links to their own work.   **Knowledge and Skills to be developed:**   1. Understand artists take their inspiration from around them, collecting and transforming. 2. Understand that primary colours can be mixed together to make secondary colours of different hues. 3. Understand that some painters (Van Gogh, Cezanne) use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Make homemade tools. 4. Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using homemade tools. 5. Understand the concept of still life. Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. 6. Same as above but abstract line drawing. Paint with homemade tools. 7. Reflect upon the artists’ work, and share your response verbally (“I liked…”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed… This went well”). Share responses to classmates' work, appreciating similarities and differences.   **Focus Artists:** Marela Zacarias, Charlie French, Van Gogh, Cezanne  **Key Vocabulary:** Painting, Sketchbooks, paper, mark making, colour, line, still life, Reflect, Present, Share, Discuss, Feedback | | | | | | |
| Lesson 1 – Introduce    **LI: I can explore different ways artist might use colour and mark making to make art.**    Introducing children to the work of Marela Zacarías and Charlie French – make visual notes in sketch books.    **Vocab:** Marela Zacarias, Charlie French, mark making, colour, sketchbooks | Lesson 2 – Explore      **LI: I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add.**    Explore primary and secondary colours and mark making.    **Vocab:** primary colour, secondary colour, hue, mark making, expressive painting | Lesson 3 – Explore      **LI: I can use my sketchbook to fill full of colour and brush marks, inspired by other artists.**      Explore the brush work of Van Gogh and Cezanne. Make similar brush marks as Cezanne .      **Vocab:** Van Gogh, Cezanne, brush marks | Lesson 4 – Explore and Create    **LI: I can make a loose drawing from a still life and I can see colours and shapes in the still life.**    Part one:  Continuous Line Drawing    Enable an exploration of making gestural and expressive paintings. Children begin by working from a still life of colour and form, and progress to making abstract paintings.    **Vocab:** gestural mark, continuous line drawing, still life | | Lesson 5 – Explore and Create    **LI: I can use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting.**    Part two: Collage    Enable an exploration of making gestural and expressive paintings. Children begin by working from a still life of colour and form, and progress to making abstract paintings.    **Vocab:** collage, acrylic paint | Lesson 6 – Explore and Create    **LI: I can use my gestural mark**  **making with paint, and**  **incorporate the colours**  **and shapes in the still life**  **to make an expressive painting.**    Part three: Acrylic Paint    Enable an exploration of  making gestural and  expressive paintings.  Children begin by working  from a still life of colour  and form, and progress to  making abstract paintings.    **Vocab:** collage, acrylic paint |
|  | **P.E.** | **Focus: Dance – Mini Beasts:** Perform dances using simple movement patterns  **Skill:**   * To move safely and creatively * Show use of level, direction and unison when creating performances in pairs and sections. * Use my body and create theme related shapes, movements and actions * Use my body to express simple theme related shapes, movements and feelings * Travel safely and creatively in space * Show different levels when I travel * Use pictures to create shapes, movements and actions * Use poems to create shapes, movements and actions * Remember and perform a simple sequence of movement * Identify what good looks like and give feedback to help my partner improve   **Vocabulary:** Action, movement, travel, direction, space, routine, rhythm, speed, levels | | | | | |  |
| Lesson 1  **LI: I can perform simple movement patterns.**  Vocab: travel, action, levels, movement, direction | Lesson 2  **LI: I can demonstrate agility, balance and coordination.**  Vocab: Motif, timing | Lesson 3  L**I: I can follow simple movement patterns at different levels.**  Vocab: travel, levels, movement, motif | Lesson 4  **LI: I can communicate effectively and work well with others.**  Vocab: cooperative, creative, levels, direction | | Lesson 5  **LI: I can link skills to perform actions and sequences in movement.**  Vocab: travel, action, levels, movement, directions, motif, timing, | Lesson 6  **LI: I can comment on the**  **work of others using some**  **technical language.**  Vocab: feedback, improve,  performance, |
|  | **Music** | **Focus: Exploring Pitch 2: Dot Notation**    **NC ref:** - further developing pitch concepts  **Skills:**   * Pitch exploration using dot notation * Maintain a steady beat and adjust the speed of the beat in response to music * Sing songs with a slightly wider pitch range of do-so. * Follow simple dot notation pictures and symbols to guide singing and playing melodies * Sing songs regularly with a pitch range of do-so with increasing vocal control. * Play untuned instruments (e.g.percussion) with increased coordination and rhythm accuracy * Engage in creative musical exploration through vocal improvisation   **Knowledge:**   * Demonstrate an understanding of rhythm notation, including crotchets, quavers, and crotchet rests, represented with stick notation * Compare and contrast high and low sounds in various contexts, including music and everyday sounds. * Understand and demonstrate dynamics (loud/quiet) and tempo (fast/slow) while singing     **Key Vocabulary:** rhythm, pulse, pitch, dot notation, steady beat | | | | | |  |
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|  | **Religious Studies** | **1.6 How and why do we celebrate special times?**  **Recap:** F4 Which times are special and why?  **Focus:** Expressing  **Skills: Exploring**   * What do you celebrate and why? * What might Christians be celebrating at Easter? * How do Christians celebrate Easter? * What matters most at Easter? * Why do Jewish people tell the story of Passover (Psesach) every year? * What do Muslims celebrated at Id-ul-Fitr?   **Knowledge:**   * Identify some ways Christians celebrate Christmas/ Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1). * Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers (A2). * Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). * Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.   **Key Vocabulary:** Special, sacred, celebrate, festival, Harvest, Christmas, Easter, Pentecost, Eid-ul-Fitr, Christian, Muslim | | | | | | |
| **Skills: Exploring**  What do you celebrate and why?  **Knowledge:** Collect examples of what people do, give, sing, remember or think about at religious celebrations, and say why they matter to believers.  **Key Vocabulary**  Celebrate  Special,  Birthdays  Weddings  sacred, festival, Harvest, Christmas, Easter  Church | **Skills: Exploring**  What do Muslims celebrate at Id-ul-Fitr?  **Knowledge:**  Collect examples of what people do, give, sing, remember or think about at Id, and say why it matters to Muslims.  **Key Vocabulary**  Eid-ul-Fitr  Id-ul-Fitr  Muslim  Mosque  Qu 'ran  Imam | **Skills: Exploring**  Why do Jewish people tell the story of Passover (Pesach) every year?  **Knowledge:**  Collect examples of what people do, give, sing, remember or think about at Pesach, and say why it matters to Jews.  **Key Vocabulary**  Pentecost,  Pesach  Jewish  Synagogue  Torah  Rabbi | **Skills: Exploring** What might Christians be celebrating at Easter?  How do Christians celebrate Easter?  **Knowledge:**  Identify some ways Christians celebrate Christmas/ Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1).  **Key Vocabulary**  Easter  Church  Pray bible priest | | **Skills: Exploring**  What matters most at Easter?  **Knowledge:**  Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers (A2).  **Key Vocabulary**  Holy week  Easter  Resurrection  Ascension |  |
|  | **Computing** | **Focus:** Data handling – International Space Station  **NC ref:** Use technology purposefully to create, organise, store, manipulate and retrieve digital content  **Skills:**  •To understand how computers can help humans survive in space  •To understand the role of sensors  •To create an algorithm  •To interpret data  **Key Vocabulary:** International Space Station,Digital content, Interactive map, Satellite,Algorithm,Astronaut,Experiment, Interpret | | | | | |  |
| **Lesson 1 – Homes in Space**  To understand how computers can help humans survive in space.  **Vocab:** digital content, international space station, interactive map, satellite | **Lesson 2 – Space bag**  To create a digital drawing of essential items for life in space.  **Vocab:** astronaut, survival, essential, transport | **Lesson 3 – Warmer, colder**  To understand the role of sensors on the ISS.  **Vocab:** astronaut, data, monitor, sensor | **Lesson 4 – Experiments in space**  To create an algorithm for growing a plant in space.  **Vocab:** algorithm, data, experiment | | **Lesson 5 – Goldilocks planets**  To interpret data.  **Vocab:** interpret, data |  |
|  | **PSHE** | **NC Ref: Safety and the changing body**  **Focus:**  • The Internet  • Communicating online  • Secrets and surprises  • Appropriate contact  • Road safety  • Drug education  **Skills:**   * Discussing the concept of privacy. * Exploring ways to stay safe online. * Learning how to behave safely near the road and when crossing the road. * Exploring what people can do to feel better when they are ill. * Learning how to be safe around medicines.   **Knowledge**  To know the PANTS rule.  To know that I should tell an adult if I see something which makes me uncomfortable online.  To understand the difference between secrets and surprises.  To know the rules for crossing the road safely.  To know that medicine can help us when we are ill.  To understand that we should only take medicines when a trusted adult says we can.  To know the names of parts of my body including private parts.  **Vocabulary**  World Wide Web, streaming, internet, online, danger, safe, Medicine, pedestrian, private, secret, surprise, penis, testicles/testes, vulva, vagina, boundary, choice, permission, comfortable. | | | | | | |
| **Lesson 1 & Lesson 2 –** Introduction to the internet // Communicating online  Understanding what the internet is, how it can help anyone and how to stay safe online.  **Vocab:** World Wide Web, streaming, internet, online, danger, safe, private | **Lesson 1 & Lesson 2 –** Introduction to the internet // Communicating online  Understanding what the internet is, how it can help anyone and how to stay safe online.  **Vocab:** World Wide Web, streaming, internet, online, danger, safe, private | **Lesson 3** - Secrets and surprises  Learning to tell the difference between secrets and surprises.  **Vocab:** private, secret, surprise, safe | **Lesson 4 & Lesson 5** - My private parts – are private  Learn about the concept of privacy and the correct vocabulary for body part as well as safe and unsafe touches.  **Vocab:** penis, vulva, testicles/testes, vagina, private, surprise, safe | | **Lesson 6** – Respecting personal boundaries  To know our bodies are important and belong to us.  **Vocab:** boundary, choice, permission, comfortable | **Lesson 7 & Lesson 8 –** Road safety  To understand ways to keep safe on and near roads.  **Vocab**: pedestrian, road, safe, traffic |