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| **Wow factor:** | **Subject:** | | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | **Week 6** |
| WOW Factor T4W Hooks Train museum visit | **T4W** | | T4W Text:  The Magic Paintbrush  Focus: Finding tale  Cold task: Magic paintbrush story. | T4W Text:  The Magic Paintbrush  Focus: Finding tale | T4W Text:  The Magic Paintbrush  Focus: Finding tale | T4W Text:  How does a paintbrush work?  Text type: Explanation  Cold task: How to get ready for school. | | T4W Text:  How does a paintbrush work?  Text type: Explanation | T4W Text:  How does a paintbrush work?  Text type: Explanation |
| Hook  Painting pictures of objects, they would like to become real.  Design a magic paintbrush. |  |  | Hook  STEM challenge – explain how it works. | |  |  |
| Grammar  Powerful verbs | Grammar  Powerful verbs | Grammar  Powerful verbs | Grammar  Subheadings | | Grammar  Subheadings | Grammar  Subheadings |
| Spellings | Spellings | Spellings | Spellings | | Spellings | Spellings |
| Sentences  Identify  Develop complex sentences.  Compound sentences (Coordination)  Revisit dialogue | Sentences  Teach  Develop complex sentences.  Compound sentences (Coordination)  Revisit dialogue | Sentences  Apply  Develop complex sentences.  Compound sentences (Coordination)  Revisit dialogue | Sentences  Identify  Topic sentences to introduce non-fiction paragraphs. | | Sentences  Teach  Topic sentences to introduce non-fiction paragraphs. | Sentences  Apply  Topic sentences to introduce non-fiction paragraphs. |
| Punctuation  Revisit inverted commas for direct speech | Punctuation  Revisit inverted commas for direct speech | Punctuation  Revisit inverted commas for direct speech | Punctuation  Consolidate punctuation taught so far. | | Punctuation  Consolidate punctuation taught so far. | Punctuation  Consolidate punctuation taught so far. |
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| **GPS** | | No Nonsense spelling scheme | No Nonsense spelling scheme | No Nonsense spelling scheme | No Nonsense spelling scheme | | No Nonsense spelling scheme | No Nonsense spelling scheme |
| **Whole Class Reading** | | The Firework-Makers Daughter  The Pebble in My Pocket |  |  |  | |  |  |
| **Times Tables** | | 3x | 4x | 8x | 8x | | 3x | 4x |
| **Maths** | | Equivalent lengths (metres and centimetres)  Equivalent lengths (centimetres and millimetres).  Compare lengths  Add lengths | Subtract lengths  What is perimeter?  Measure perimeter.  Calculate perimeter | Understand denominators of fractions  Compare and order unit fractions  Understand numerators of non-unit fractions  Fractions and scales | Fractions on a number line  Count in fractions on a number line  Equivalent fractions on a number line  Equivalent fractions as bar models | | Use scales  Measure mass in grams  Measure mass in kilograms and grams  Equivalent masses  Compare mass | Add and subtract mass  Measure capacity and volume (ml)  Measure capacity and volume (ml and l)  Equivalent capacities and volumes |
| **Science** | | Big question  Can a plant grow in a vacuum?  Make an ecosystem. | identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers | explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.  Setting up simple and comparative fair test. Only changing one factor. | investigate the way in which water is transported within plants.  Look for changes relating to simple scientific ideas and processes- record findings in simple diagrams. | | explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |
| **History** | | N/A this half term | | | | | | |
| **Geography** | | Skill: To describe what you will find under the Earth’s surface.  Knowledge: To understand that the earth is composed of an inner core surrounded by the outer core, the mantle and crust  Vocabulary: core, crust, mantle, magma | Skill: To describe the stages of a volcano's life cycle.  Knowledge: To identify the stages of a volcanoes lifecycle and how they are characterised: active, dormant, extinct  Vocabulary: active, dormant, extinct | Skill: To describe the stages of a volcano's life cycle.  Knowledge: To identify the stages of a volcanoes lifecycle and how they are characterised: active, dormant, extinct  Vocabulary: active, dormant, extinct | | Skill: To explain why people, live in the vicinity of volcanoes.  Knowledge: To identify the pros and cons of living near volcanoes To explain how volcanoes affect people’s  lives  Vocabulary: Fertile, regions, geothermal energy, tourism, volcanic lava, minerals, rocks, pyroclastic flow | Skill: To explain what causes earthquakes and how they are measured.  Knowledge: To understand that earthquakes occur when the tectonic plates move. An earthquakes intensity is measured on a seismograph using the Mercalli scale.  Vocabulary: tectonic plates, friction, seismograph, intensity, Mercalli scale | Skill: Produce a leaflet to explain all about volcanoes.  Include sections on the earth’s surface, the volcano’s life cycle and why people live in the vicinity of volcanoes  Knowledge:  Vocabulary: see weeks 1-5 |
| **Design and Technology** | |  | Mechanical systems Pneumatic toys  To understand how pneumatic systems work. | To design a toy that uses a pneumatic system | | To create a pneumatic system. | To create a pneumatic system. | To test and finalise ideas against design criteria. |
| **Art** | | N/A this half term. | | | | | | |
| **PE** | | Football  Gymnastics | Football  Gymnastics | Football  Gymnastics | | Football  Gymnastics | Football  Gymnastics | Football  Gymnastics |
| **Music** | | **Focus: Pentatonic melodies and composition- Chinese new year (With Miss Leggitt)**  Key knowledge:   * To know that the word ‘crescendo’ means a sound getting gradually louder. * To know that some traditional music around the world is based on five notes called a ‘pentatonic’ scale. * To understand that a pentatonic melody uses only the five notes C D E G A.   Key Vocabulary: Crescendo, tempo, duration, dynamics, timbre | | | | | | |
| **Religious Studies**  L2.5 Why are festivals important to religious communities?  Focus: Expressing  Skills: Connecting | | Skill: What is worth celebrating?  Knowledge:  Key Vocabulary: significant, tradition Harvest Christmas, Easter, Pentecost, | Skill: Why Muslims celebrate Ramadan.  Knowledge: To understand how Muslims celebrate Ramadan and the gratitude they are mindful of at this time of the year. Consider how we can develop our attitude of gratitude.  Vocabulary: Ramadan, Eid, Muslims gratitude, Islam, Allah, mosque | Skill: Why Divali is significant to Hindus.  Knowledge: To learn about the festival of light and how it is celebrated by Hindus today.  Consider how blessings are reflected upon at this time of year. What might we wish to bless in the way Hindus might also  Vocabulary: Divali, Hindus, temple, divas, shrine, murtis, garlands, mandalas, offerings | | Skill: Why Jewish people celebrate Pesach.  Knowledge: To identify the events of the passover and learn how they are remembered in the seder meal and passover celebrations  Vocabulary: Pesach, Jewish Judaism, Torah, synagogue,  Seder plate | Skill: What do Christians celebrate at Easter?  Knowledge: To identify and sequence the main events of Holy week.  To learn how the events are remembered and celebrated today  Vocabulary: betrayal, Christians, Resurrection, church, disciples, God, Jesus, prayer, | Skill: What can we learn from celebrations and festivals?  Review of learning.  Create an information sheet explaining a festival or festivals of choice and how they are celebrated. |
| **Languages (French)** | | Skill: Learning vocabulary for items in the classroom  Knowledge: To understand and respond to simple classroom instructions  Vocabulary:  **Écrivez** write  **Écoutez** listen  **Lisez** read  **Ouvrez** open  **Fermez** close  **Regardez** look  **Parlez** speak  **Asseyez-vous** sit down  **Levez-vous** stand up | Skill: Learning vocabulary for items in the classroom  Knowledge: To name school bag objects and recognise if they are masculine or feminine.  Vocabulary:  **Un crayon** a pencil  **Un taille-crayon** a pencil sharpener  **Un stylo** a pen  **Un cahier** an exercise book  **Un sac** a bag  **Une règle** a ruler  **Une gomme** a rubber  **Une trousse** a pencil case  **J’ai…** I have  **Tu as ... ?** have you ...?  **Dans mon sac ...**in my bag | Skill: Learning vocabulary for items in the classroom  Knowledge: To ask and answer a question about something you have or do not have.  Vocabulary:  **J'ai** I have  **Je n’ai pas** I don't have  **Et** and  **Mais** but  **Oui** yes  **Non** no  **Dans mon sac** in my bag | | Skill: Learning vocabulary for items in the classroom  Knowledge: To read and understand short sentences.  Vocabulary:  **Des ciseaux** some scissors  **J’ai** I have  **Je n’ai pas** I don't have  **Tu as... ?** have you ...?/do you have? | Skill: Learning vocabulary for items in the classroom  Knowledge: To prepare and present a short spoken text.  Vocabulary:  **Un** one  **Deux** two  **Trois** three  **Quatre** four  **Cinq** five  **Six** six  **Sept** seven  **Huit** eight  **Neuf** nine  **Dix** ten  **Onze** eleven  **Douze** twelve  **Rouge** red  **Bleu** blue  **Vert** green  **Jaune** yellow  **Orange** orange  **Violet** violet | Skill: Learning vocabulary for items in the classroom  Knowledge: To prepare and present a short spoken text.  Vocabulary:  Week 1 – 5 vocabularies |
| **Computing** | |  | To recognize basic inputs and outputs. | To decompose a laptop. | | To understand the purpose of computer parts. | To understand the purpose of computer parts. | To decompose a tablet computer. |
| **PSHCE**  **Citizenship** | | The choices we make and different outcomes depending on the choice made. | How the choices we make can be influenced. | Exploring the rights of the child. | | A child’s rights and responsibilities | Considering local issues including charity. | Local issues - recycling. |