|  |
| --- |
|  |
| **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 PaintbrushFocus: Finding taleCold task: Magic paintbrush story. | T4W Text: The Magic PaintbrushFocus: Finding tale | T4W Text: The Magic PaintbrushFocus: 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  |
| HookPainting pictures of objects, they would like to become real.Design a magic paintbrush.  |  |  | HookSTEM challenge – explain how it works.  |  |  |
| GrammarPowerful verbs  | GrammarPowerful verbs  | GrammarPowerful verbs | GrammarSubheadings | GrammarSubheadings | GrammarSubheadings |
| Spellings | Spellings | Spellings | Spellings | Spellings | Spellings |
| SentencesIdentifyDevelop complex sentences. Compound sentences (Coordination) Revisit dialogue  | SentencesTeach Develop complex sentences. Compound sentences (Coordination) Revisit dialogue  | SentencesApplyDevelop complex sentences. Compound sentences (Coordination) Revisit dialogue  | SentencesIdentify Topic sentences to introduce non-fiction paragraphs.  | SentencesTeachTopic sentences to introduce non-fiction paragraphs.   | SentencesApply 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. |
|
| **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 DaughterThe 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 fractionsCompare and order unit fractionsUnderstand numerators of non-unit fractions Fractions and scales | Fractions on a number lineCount in fractions on a number lineEquivalent fractions on a number lineEquivalent fractions as bar models | Use scales Measure mass in grams Measure mass in kilograms and gramsEquivalent masses Compare mass | Add and subtract massMeasure 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 crustVocabulary: 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, extinctVocabulary: 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, extinctVocabulary: 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 livesVocabulary: 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 volcanoesKnowledge: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: ExpressingSkills: 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 alsoVocabulary: 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 celebrationsVocabulary: 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 todayVocabulary: 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. |