



	<p>Week 5 Mon 1st Jul 10.30 Canada Day 3.30-4.30 New Foundation Open Class session Tues 2nd Jul 3.30-4.30 New Foundation Open Class session Wed 3rd Jul 3.30-4.30 New Foundation Open Class session Thur 4th Jul Moving Up Day (tbc) New Foundation event (main hall) Sat 6th Jul Charivari Week 6 Mon 8th Jul 3.30-4.30 New Foundation Open Class session Wed 10th Jul DIARY DATES 2018 -2019 HT Appeals Week 5 Mon 1st Oct Lesson Obs Tues 2nd Oct Lesson Obs 3.30 Staff mtg – Talk for Writing Wed 3rd Oct Lesson Obs pm Poet visit Thur 4th Oct Harvest at St Paul’s Week 6 BOOK WEEK Mon 8th Oct M&amp;M Production – Pinocchio Book Fair Tues 9th Oct Build a Band Day – HGS 6.00 -7.00 PJ Night Book Fair Wed 10th Oct Book Fair 2.00 -3.00 Read &amp; Relax Thurs 11th Oct Book Fair PESE results to parents Week 7 Mon 15th SCAF appts Immunisation Team – Flu vaccination – Yrs R - 5 Tues 16th Oct KT @ Young Voices workshop Wed 17th Oct Enrichment Day Thurs 18th Oct Kate McNeice Assembly Town Council Football tournament Fri 19th Oct Term 1 Ends Week 7 Tue 11th Dec 6.00 FGB mtg Week 8 Secret Santa Tues 18th Dec Christmas Lunch Term 2 Ends Wed 19th Dec Staff Development Day District Sports Thurs 11th Jul 5.30 Yr 6 Leavers’ Party Sat 13th Jul Summer Sizzle Week 7 Mon 15th Jul 6.00 Yr 6 Performance Tues 1 6 th Jul Optional Parents Evening 5.00 Yr 6 Performance 6.00 FGB mtg Fri 19th Jul 9.30 Assembly 1.30 Yr 6 v Staff Rounders &amp; 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	<p><b>TERM 1</b> Topic(s): <b>LOST AND FOUND</b></p>	<p><b>TERM 2</b> Topic(s): <b>DESTINATION UNKNOWN</b></p>	<p><b>TERM 3</b> Topic(s): <b>DRAGONS</b></p>	<p><b>TERM 4</b> Topic(s): <b>DRAGONS</b> <b>LITTLE RED RIDING HOOD</b></p>	<p><b>TERM 5</b> <b>LITTLE RED RIDING HOOD</b> <b>+SATS</b></p>	<p><b>TERM 6</b> Topic(s): <b>INCREDIBLE INGREDIENTS (REVOLTING RECIPES)</b></p>
<p><b>HOOK TO OPEN TOPIC:</b></p>	<p><b>Bring in toys from home and teddy bears picnic</b></p>	<p><b>Trip to Poulton Wood Hot chocolate Polar experience</b></p>	<p><b>Dragon Mystery – clue left (print, eggs, tail)</b></p>	<p><b>MAKING DRAGON EGGS</b> <b>Wolf hunt – clues in woodland area (cake, cape, jam etc )</b></p>		<p><b>MAKING SICKENING SANDWICHES</b> <b>CLASSROOM CLEAN UP</b></p>
<p><b>BLOOMS FOCUS FOR THE TERM:</b></p>	<p><b>KNOWLEDGE</b> <b>Describe your favourite toy.</b></p>	<p><b>APPLICATION</b> <b>What would be your ideal destination?</b></p>	<p><b>COMPREHENSION</b> <b>How can you identify different animals?</b></p>	<p><b>SYNTHESIS</b> <b>Can you create/design your own dragon?</b></p>	<p><b>EVALUATION</b> <b>Do you agree that the wolf should be punished for his crimes?</b></p>	<p><b>ANALYSIS</b> <b>Classify ingredients into healthy and unhealthy.</b></p>
<p><b>TRIPS AND OUTDOOR LEARNING OPPORTUNITIES:</b></p>	<p><b>Dogger Bread picnic</b></p>	<p><b>Trip to Poulton Wood</b></p>		<p><b>Wolf hunt – clues in woodland area (cake, cape, jam etc )</b></p>		<p><b>Summer Trip</b></p>
<p><b>W R I T</b></p>	<p><b>WEEK 6 BOOK WEEK</b>  Fiction ‘Dogger’ Lost and Found Story  School poems</p>	<p>Recount Texts (trip to Poulton Wood, Train journey, Polar Express)  Fiction The Polar Express</p>	<p>Poetry Dragon Wood/The Monster Tree  Fiction Kassim and the Dragon ‘Dragon Rider’</p>	<p>Non-Chronological Report e. g. ‘Rainbow Dragon’  Fiction Traditional Tales ‘Little Red Riding Hood’</p>	<p>Fiction Traditional Tales ‘Little Red Riding Hood’  Poetry – Shape/Calligram Poems (trees)</p>	<p>FINAL EVIDENCE COLLECTING FOR EOY ASSESSMENT  Instructions ‘The Rascally Cake’ ‘The Disgusting Sandwich’</p>

ENGLISH	I N G  R E A D I N G S P A G E	Lost and Found poems <i>INVENTION – Recount of holiday</i>	Winter Poems <i>INVENTION – Writing choice starting with an image (transport)</i>	<i>INVENTION – Non-fiction (following dragon discovery)</i>	<i>INVENTION – Writing choice starting with an image (character)</i>	INVENTION – Writing choice starting with a film clip/trailer	
		<b>WEEK 6 BOOK WEEK</b>  Reading Workshop – decoding and fluency, identifying fiction from non-fiction and their features	Reading Workshop –recall and retrieve	Reading Workshop – inference and deduction	Reading Workshop – prediction	SATs term	Reading Workshop – appreciation and response to text
		Revision of Phase 5 L & S See SPELLING Scheme of Work  learning how to use both familiar and new punctuation correctly including full stops, capital letters, and co-ordination (using or, and, or but)	See SPELLING Scheme of Work  learn how to use sentences with different forms: statement, question, exclamation marks, question marks  expanded noun phrases	See SPELLING Scheme of Work  apostrophes for contracted forms and the possessive  subordination (using when, if, that, or because)	See SPELLING Scheme of Work  the present and past tenses correctly and consistently including the progressive form  commas for lists	See SPELLING Scheme of Work	See SPELLING Scheme of Work
MATHS	<b>Number</b> - Place Value <b>Number</b> - Addition and Subtraction <b>Measurement:</b> Money <b>Number</b> - Multiplication and Division		<b>Number</b> - Multiplication and Division <b>Statistics</b> <b>Geometry</b> - Shape <b>Number</b> - Fractions <b>Measurement</b> - Length and Height		Position and Direction Problem Solving <b>Measurement</b> - Time <b>Measurement</b> - Mass, Capacity and Time Consolidation		
SCIENCE	<b>Everyday Materials</b>  identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  Scientist – John McAdam	<b>Plants</b>  observe and describe how seeds and bulbs grow into mature plants ♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	<b>Humans including Animals</b>  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 and air) ♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  Scientist - Steve Backshall	<b>Living Things and Their Habitats</b>  explore and compare the differences between things that are living, dead, and things that have never been alive ♣ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ♣ identify and name a variety of plants and animals in their habitats, including microhabitats ♣ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.			
RE	1.8 How should we care for others and the world, and why does it matter?	1.6 How and why do we celebrate special and sacred times? ( <i>different festival focus</i> )	1.2 Who is a Muslim and what do they believe? or 1.3 Who is Jewish and what do they believe?	1.4 How can we learn from sacred books?			
INDOOR PE- Follow Rising Stars	<b>Gymnastics</b>  <ul style="list-style-type: none"> <li>To remember and repeat simple gymnastic actions with control.</li> <li>To balance on isolated parts of the body using the floor and hold balance.</li> <li>To develop a range of gymnastic moves, particularly balancing.</li> <li>To link together a number of gymnastic actions into a sequence.</li> </ul>		<b>Dance (Bollywood)</b>  <ul style="list-style-type: none"> <li>To explore different levels and speeds of movement.</li> <li>To compose and perform simple dance phrases.</li> <li>To show contrasts in simple dances with good body shape and position.</li> <li>To develop a range of dance movements and improve timing.</li> <li>To work to music, creating movements that show rhythm and control.</li> <li>To work to music, creating movements that show</li> </ul>		<b>Multi skills</b>  <ul style="list-style-type: none"> <li>To explore static balancing.</li> <li>To understand concepts of bases.</li> <li>To combine a number of co-ordination drills, using upper and lower body movements.</li> <li>To aim a variety of balls and equipment accurately.</li> <li>To travel in different ways, showing clear transitions between movements.</li> <li>To maintain balance when changing direction.</li> <li>To use skills learned in a game.</li> </ul>		

	<ul style="list-style-type: none"> <li>To explore ways of travelling around on large apparatus.</li> <li>To choose and use a variety of gymnastic actions to make a sequence.</li> </ul>		rhythm and control.			
<b>OUTDOOR PE- Follow Rising Stars</b>	<p><b>Brilliant Ball Skills</b></p> <ul style="list-style-type: none"> <li>To use hand-eye co-ordination to control a ball.</li> <li>To catch a variety of objects.</li> <li>To vary types of throw.</li> <li>To kick and move with a ball.</li> <li>To develop catching and dribbling skills.</li> <li>To use ball skills in a mini festival.</li> </ul>	<b>Swimming</b>	<p><b>Throwing and Catching (field games)</b></p> <ul style="list-style-type: none"> <li>To learn skills for playing striking and fielding games.</li> <li>To position the body to strike a ball.</li> <li>To develop catching skills.</li> <li>To throw a ball for distance.</li> <li>To practise throwing skills in a circuit.</li> <li>To play a game fairly and in a sporting manner.</li> <li>To use fielding skills to play a game.</li> </ul>		<p><b>Active Athletics</b></p> <ul style="list-style-type: none"> <li>To run with agility and confidence.</li> <li>To learn the best jumping techniques for distance.</li> <li>To throw different objects in a variety of ways.</li> <li>To hurdle an obstacle and maintain effective running style.</li> <li>To run for distance.</li> <li>To complete an obstacle course with control and agility.</li> </ul>	
<b>COMPUTING – Follow Rising Stars</b>	'We are Astronauts' (Dogger Scratch) E-Safety	We Are Photographers E-Safety	We Are Zoologists E-Safety	E-Safety	We Are Detectives E-Safety	We Are Games Testers E-Safety
<b>HISTORY</b>		Remembrance Day Guy Fawkes	Great Fire of London	Crimean War , Florence Nightingale and Mary Seacole		
<b>GEOGRAPHY</b>	<p>Use simple compass directions (N, E, S and W), to describe the location of features and routes on a map.</p> <p>Name and locate the 5 oceans and 7 Continents.</p> <p>(Revisit British Isles)</p> <p>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of Sandgate Primary School and its grounds and the key human and physical features of its surrounding environment.</p>	Understand geographical differences through studying human and physical features and comparing and contrasting a local area and a non-European area. (Australia)			<p>Understand geographical differences through studying human and physical features and comparing and contrasting a local area and a non-European area. (Kenya)</p> <p>To understand where Kenya is in the world.</p> <p>To understand what a National Park is.</p> <p>To understand some of the main animals which live in Kenya.</p>	
<b>PSHE</b>	Rules and Friendship	Right and Wrong	Fair/Unfair Wants and Needs	Healthy Living (dental health, eating, physical activity)	Staying Safe	YEAR TWO SRE
<b>ART</b>	Sketching with different shading techniques (portraits/toys)	Batik skills Oil pastels – Polar scenes		Skills- Colour experimentation Flowers, plants and food (from LRRH's basket)	Aboriginal Art and culture	Artist study
<b>DT</b>	Knife skills Mixing and Moulding Heating	Sheet Material Christmas Decorations Christmas cards	Textiles – dragon puppets		Cooking – Granny's Scones  Sickening Sandwiches	Construction – vehicles Moving pictures

<b>MUSIC: Use Charanga to plan and resource.</b>	<p>Singing – songs, chants, raps, rounds</p> <p>Choose from Charanga: Hands, Feet, Heart (South African styles) I wanna play in a band (Rock) Zootime (Reggae)</p> <p>-working together to make musical sound -sing in two parts -sing with control and accuracy -perform -follow leader/conductor and begin/end together</p> <p>Play untuned (percussion instruments)- -Improvise</p>	<p>Singing – Christmas Play</p> <p>-working together to make musical sound -sing in two parts -sing with control and accuracy -perform -follow leader/conductor and begin/end together</p> <p>Play untuned (percussion instruments) -Improvise</p>	<p>Recorders (Jane Sebba’s recorder course)</p> <p>-first five notes -play simple tunes -play from simple rhythm grid including rests/long and short notes -compose -record, listen and reflect</p>	<p>Recorders</p> <p>-improvise -compose -record, listen and reflect</p>		<p>Listen and Appraise (Sports theme tunes and inspirational music)</p> <ul style="list-style-type: none"> <li>- Live and recorded</li> <li>- Dimensions of music</li> <li>- Pulse</li> <li>- Recognise instruments</li> <li>- Repeated sections</li> <li>- Respond through art</li> </ul>
<b>SPANISH (Follow Light Bulb planning)</b>	<p><b>Numbers</b> Greetings The Alphabet Days of the Week Unit 1: Yo (All About Me)</p>	<p><b>Months of the Year</b> Numbers 21-30 Say and Write the date Unit 2: Songs and Games</p>	<p><b>The Colours</b> Unit 2: (cont.)Unit 3: Celebrations</p>	<p><b>Numbers</b> Greetings The Alphabet Days of the Week Unit 1: Yo (All About Me)</p>	<p><b>Months of the Year</b> Numbers 21-30 Say and Write the date Unit 2: Songs and Games</p>	<p><b>The Colours</b> Unit 2: (cont.) Unit 3: Celebrations</p>
<b>BRITISH VALUES</b>	<p>The Rule of Law Mutual Respect</p>	<p>Individual Liberty Democracy</p>	<p>Tolerance of those of different faiths and beliefs The Rule of Law</p>	<p>Democracy Tolerance of those of different faiths and beliefs</p>		<p>Mutual Respect Individual Liberty</p>