

<p><b>Writing</b> Genre:</p>	<p><b>Non-Fiction: Instructional Texts</b>  <b>Class Text: George’s marvellous Medicine</b>  <b>Model Text: How to Make a Magical Potion</b>  <b>Poetry: Instructions for Growing poetry</b>  <b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• GPCs: /igh/ y /s/ c /j/ g, ge, dge /r/ wr /m/ mb /n/ kn,</li> <li>• Common Exception Words: old cold gold hold every even great break</li> <li>• Use of capital letters, full stops and question marks to demarcate sentences</li> <li>• Commas to separate items in a simple list</li> <li>• HW: print letters with focus on letter sizing of main letter bodies e.g. acemnorsuvwxz</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Plan and write full set of instructions for fictional and real contexts using the framework of model. Specifically explore boxing up using notes or pictures and oral recital prior to writing.</li> <li>• Particularly highlight use of <u>and</u> to pair two instructions together in each step.</li> </ul>
<p><b>Reading</b></p>	<p><b>Class Text: George’s marvellous Medicine</b>  <b>Decoding - Fluency &amp; Word Reading:</b></p> <ul style="list-style-type: none"> <li>• GPCs: /igh/ y /s/ c /j/ g, ge, dge /r/ wr /m/ mb /n/ kn,</li> <li>• Common Exception Words: old cold gold hold every even great break</li> </ul> <p><b>Comprehension focus(es) to investigate:</b></p> <ul style="list-style-type: none"> <li>• <b>Role of character:</b> Who are they? Who might be the good characters (heroes) and bad characters (villains) in the story? What makes them seem this way? How does this relate to other texts?</li> <li>• <b>Perspectives/viewpoints:</b> once the medicine has made Grandma and the animals enormous: what are the perspectives of the characters here? How des Mary and Killy feel? How does George feel? How does Grandma feel?</li> <li>• <b>(Return to) Role of character:</b> How have initial ideas about the characters the same? Is there an argument that George is not the hero? Explore reasons why. How does this relate to other stories they’ve read, like Jack and the Beanstalk?</li> </ul>
<p><b>SPAG</b></p>	<ul style="list-style-type: none"> <li>• /igh/ spelt -y at the end of words Example words: cry, fly, dry, try, reply, July.</li> <li>• /s/ spelt c before e, i and y Example words: race, ice, cell, city, fancy.</li> <li>• /j/ spelt g before e, i and y Example words: gem, giraffe, magic.</li> <li>• /j/ spelt -ge and -dge at the end of words Example words: bulge, charge, bridge.</li> <li>• /r/ spelt wr- and /m/ spelt -mb Example words: write, wrote, lamb, comb.</li> <li>• /n/ spelt kn- and gn- at the beginning of words Example words: knee, knight, gnat, gnaw.</li> <li>• Common exception word spellings: <i>old, cold, gold, hold, told, every, everybody, even, great, break</i></li> <li>• learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks.</li> <li>• Use sentences with different forms: statement, question, exclamation, command</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>• Read and write numbers to at least 100 in numerals and in words.</li> <li>• Recognise the place value of each digit in a two digit number (tens, ones)</li> <li>• Identify, represent and estimate numbers using different representations including the number line.</li> <li>• Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>• Use place value and number facts to solve problems.</li> <li>• Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</li> </ul> <p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</li> <li>• Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> </ul>

	<ul style="list-style-type: none"> <li>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</li> </ul> <p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>Review the composition of the numbers 6 to 9 as '5 and a bit'.</li> <li>Compare numbers using the language of comparison and use the symbols <math>&lt;</math> <math>&gt;</math> <math>=</math>.</li> <li>Review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10.</li> <li>Review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9.</li> <li>Consolidate their understanding of the numbers 10 and 20 as '10 and a bit'.</li> <li>Consolidate their understanding of the linear number system to 20 and reason about midpoints.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Visualising</li> <li>Reasoning logically</li> </ul>
<b>Science</b>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>To identify and classify living and non-living things according to whether they are alive or dead or have never been alive.</li> <li>To know that a habitat is an environment where an animal lives. It contains all the things that animal needs to survive (shelter, water and food).</li> <li>Know that a microhabitat is a small habitat that also contains everything certain animals need to survive as well as different conditions.</li> <li>Know that scientists observe conditions in habitats to understand what animals need to survive.</li> <li>To know that, just like animals, different plants are suited to different habitats.</li> <li>Know that habitats provide plants with what they need to survive.</li> </ul>
<b>Religious Education</b>	<p><b>How should we care for others in the world and why does it matter?</b></p> <ul style="list-style-type: none"> <li>That in religion we can learn what is special about our world and caring for others, from the story of how God blesses the children (Matthew 19); the paralyzed man.</li> <li>That in religion, believing tells us how to treat others and the world (Genesis 2 that we should look after the world as a gardener).</li> <li>That the Golden Rule is a way for Christians, Muslims and Humanists to treat others (Matthew 7:12) and how that influences their lives.</li> <li>That stories show believers how to be good.</li> <li>That the Creation story gives us an idea of what God is like (creative, great, that creation and people are important).</li> <li>That serving others and supporting the poor are important parts of being a religious believer (Zakat, alms giving, in Islam; tzedekah (charity) in Judaism).</li> <li>That religion can be a power for peace or a cause of conflict in the world through believers having different beliefs.</li> </ul>
<b>Physical Education</b>	<p><b>Fundamentals</b></p> <ul style="list-style-type: none"> <li>To explore how the body moves when running at different speeds.</li> <li>To develop changing direction and dodging.</li> <li>To develop balance, stability and landing safely.</li> <li>To explore and develop jumping, hopping and skipping actions.</li> <li>To develop co-ordination and combining jumps.</li> <li>To develop combination jumping and skipping in an individual rope.</li> <li>To describe how my body feels during exercise.</li> </ul> <p><b>Target Games</b></p> <ul style="list-style-type: none"> <li>To consider how much power to apply when aiming at a target.</li> <li>To understand how to score using overarm and underarm throwing.</li> <li>To develop striking to a target.</li> <li>To develop hitting a moving target.</li> </ul>

	<ul style="list-style-type: none"> <li>To select and apply the appropriate skill to the target game.</li> <li>To show an improvement in my personal best.</li> </ul>
<b>History</b>	<p><b>The Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li>How historians decide what makes an event significant e.g. a threat against monarchy (treason).</li> <li>That Bonfire Night is a national festival held on 5<sup>th</sup> November to mark the anniversary of the Gunpowder Plot.</li> <li>That the Gunpowder Plot was a failed attempt to blow up the Houses of Parliament, around 400 years ago.</li> <li>That historians use sources to find out about the past and make claims about the Gunpowder Plot.</li> <li>That historical knowledge of the Gunpowder Plot is predominantly based on letters or written sources by the King, the government or the soldiers who arrested Guy Fawkes.</li> <li>That Guy Fawkes and others tried to blow up the Houses of Parliament because the monarch and government were there.</li> <li>That Guy Fawkes and the other plotters were catholic, and the King was a protestant. Know that these are different forms of the Christian religion with some different beliefs.</li> <li>That Guy Fawkes was arrested before he could blow up the barrels of gunpowder and was later executed for treason, which is no longer a punishment in the UK.</li> </ul>
<b>RSHE</b>	<p><b>Families and close positive relationships</b></p> <ul style="list-style-type: none"> <li>To recognise how their behaviour affects other people.</li> <li>That a friendship should be a two-way relationship in which both people are honest, caring and kind towards each other and that good friends listen to us, play with us and care for us.</li> <li>That it is never okay to tease or bully anyone, including joining in with someone who may be teasing or bullying someone else.</li> <li>How to offer and receive constructive support and feedback to and from others.</li> <li>To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class.</li> <li>To identify and respect the differences and similarities between people, including age, gender, appearance, talents, likes and dislikes, religion, culture and disabilities</li> <li>That some people have fixed ideas (stereotypes) about the differences between males and females but that these are often not accurate. (SRE lesson 1)</li> </ul>
<b>Computing</b>	<p><b>Computing systems and networks and algorithms unplugged</b></p> <ul style="list-style-type: none"> <li>The parts of a computer including buttons, computer, desktop, keyboard, laptop, mouse and screen (monitor)</li> <li>Technology follows instructions.</li> <li>That input is a way of telling the computer what to do.</li> <li>That output is a computer following its instructions.</li> <li>Buttons cause effects.</li> <li>That computers are used in every-day life and work together</li> <li>To articulate what decomposition is</li> <li>To Decompose a game to predict the algorithms used to create it.</li> <li>That there are different levels of abstraction.</li> <li>What an algorithm is and can follow one.</li> <li>Create a clear and precise algorithm.</li> <li>Learn that programs execute by following precise instructions</li> <li>Word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</li> </ul>
<b>Art</b>	<p><b>Human Form: Emotion Fashion Show</b></p> <ul style="list-style-type: none"> <li>That complementary colours are two colours that are on opposite sides of the colour wheel. Being very different, they can make the art stand out.</li> </ul>

	<ul style="list-style-type: none"> <li>• That monochromatic colours are different colours that are the same base colour with black, white or grey added.</li> <li>• That adding black makes a new shade, adding white makes a tint and adding grey makes a tone.</li> <li>• That certain colours, shapes and textures can be used to show emotions.</li> <li>• That we can use art to express an emotion without needing to draw a face.</li> <li>• To select a colour to represent an emotion of their own choice.</li> <li>• That abstract art can be used to show things you cannot touch or see.</li> <li>• That people are affected emotionally by art in different ways.</li> <li>• To talk about how it makes you feel when viewing art.</li> <li>• To understand that art can be used for self-expression.</li> <li>• To use crayon, pens, paint, paper and card along with appropriate adhesives to create an item of expressive clothing.</li> <li>• To be able to explain their choices of colour, shape and texture and how these express a chosen emotion or expression.</li> <li>• That an audience may think different things about a piece of art than the artist.</li> <li>• To constructively evaluate their work and the work of others on how well it expresses the emotion.</li> </ul>
<p><b>Primary Languages – Spanish</b></p>	<p><b>Animals (los animales)</b></p> <p><b>Vocabulary:</b> How to say 10 animals in Spanish:</p> <ul style="list-style-type: none"> <li>• A horse (<i>un caballo</i>)</li> <li>• A rat (<i>un ratón</i>)</li> <li>• A pig (<i>un cerdo</i>)</li> <li>• A lion (<i>un león</i>)</li> <li>• A rabbit (<i>un conejo</i>)</li> <li>• A bird (<i>un pájaro</i>)</li> <li>• A sheep (<i>una oveja</i>)</li> <li>• A cow (<i>una vaca</i>)</li> <li>• A monkey (<i>un mono</i>)</li> <li>• A duck (<i>un pato</i>)</li> </ul> <ul style="list-style-type: none"> <li>• That listening and speaking are key skills when learning a new language and enable us to communicate with people around the globe.</li> <li>• That many words are similar to French and English and we can use these cognates to help us understand new vocabulary (<i>un león</i>).</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• That nouns in Spanish have different determiners based on their gender. For masculine nouns, the indefinite article 'un' is used and for feminine nouns, 'una' is used.</li> <li>• That 'soy' means I am and this can be used to build a short sentence.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• How to accurately pronounce J (in <i>oveja, pájaro &amp; conejo</i>) and LL (<i>caballo</i>).</li> <li>• That for words that end in a vowel or 'n' and 's' it is normally the second to last syllable that is stressed (co-ne-jo and ca-na-rio).</li> <li>• That accents indicate the vowel is stressed (le-ón, pá-ja-ro and ra-tón).</li> </ul>