

	Week 1 4 th -6 th Jan	Week 2 9 th -13 th Jan	Week 3 16 th -20 th Jan	Week 4 23 rd -27 th Jan	Week 5 30 th Jan-3 rd Feb	Week 6 6 th -10 th feb
English	<p>Traditional Tales – fairy tales (alternative versions) - Write a traditional tale from a key characters perspective. Happy handwriting- 11.1.16- 15.1.16</p> <ul style="list-style-type: none"> • <i>plan their writing by:</i> <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i> • <i>draft and write by:</i> <i>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</i> • <i>create settings, characters and plot</i> • <i>evaluate and edit by:</i> <i>assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i> • <i>proof-read for spelling and punctuation errors</i> • <i>use the diagonal and horizontal strokes that are needed to join letters b. increase the legibility, consistency and quality of their handwriting</i> 			<p>Explanations- Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively.</p> <ul style="list-style-type: none"> • <i>plan their writing by:</i> <i>discussing and recording ideas</i> • <i>draft and write by:</i> <i>organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i> 		
Spelling	<p>sadly, completely, usually</p> <p>The suffix –ly</p>	<p>gently, simply, humbly, nobly</p> <p>The suffix –ly</p>	<p>usually, finally, comically</p> <p>The suffix –ly</p>	<p>basically, frantically, dramatically</p> <p>The suffix –ly</p>	<p>circle, complete, consider continue</p> <p>Common exception words</p>	<p>decide, describe</p> <p>different, difficult, disappear</p> <p>Common exception words</p>
Big write		<p>Retell a traditional tale <i>Traditional Tale</i></p>	<p>Write the ending of the traditional Russian tale 'The Fish in the Forest' <i>Traditional Tale</i></p>	<p>A journey through the Rainforest. <i>Descriptive writing</i></p>	<p>Rainforest Poem <i>Poetry using the senses</i></p>	<p>If you were a rainforest animal what would you be? <i>Descriptive writing</i></p>

<p>Reading</p>	<p><u>Fiction</u> Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p><u>Poetry</u> Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry [for example, free verse, narrative poetry.</p>	<p><u>Non-Fiction</u> Retrieve and record information from non-fiction Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning.</p>
<p>Maths</p>	<p>Addition and subtraction</p> <p><i>add and subtract numbers mentally, including:</i></p> <ul style="list-style-type: none"> ○ <i>a three-digit number and ones</i> ○ <i>a three-digit number and tens</i> ○ <i>a three-digit number and hundreds</i> <p><i>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</i></p> <p><i>estimate the answer to a calculation and use inverse operations to check answers</i></p> <p><i>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</i></p>	<p>Number: Multiplication and Division</p> <p><i>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</i></p> <p><i>Solve problems including missing number problems involving multiplication and division, positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</i></p> <p><i>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods.</i></p>	<p>Measures</p> <p><i>measure the perimeter of simple 2-D shapes</i></p> <p><i>add and subtract amounts of money to give change, using both £ and p in practical contexts</i></p> <p><i>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</i></p>

Big maths	C	Reading Numbers 6-reading 3d numbers	C	Squiggleworth 2(i)- partition a 3d number	C	Core numbers 3- can understand 3d numbers	C	Counting multiples 5- can count in 4s	C	Count Fourways 1000s	C	Counting Along 1
	L	Learn its-11 -4 times table	L	Learn its-11 -4 times table	L	Learn its-11 -4 times table	L	Learn its-11 -4 times table	L	Learn its-11 -4 times table	L	Learn its-11 -4 times table
	I	Pim the Alien 1- swap 'the thing' to another object	I	Adding with Pim 3- can add thousands	I	Doubling 4- can double 3 digit multiples of 100	I	Jigsaw numbers 3- find the missing piece to 100	I	Smile multiplication 1- write smile multiplication times table	I	Fact families 4
	C	Addition 26- 3d + 2d	C	Subtraction 28 – can take any 2d number from 100	C	Multiplication 10 – can do smile multiplication (x2,3,4,5)	C	Division 16- use a tables fact to find a division fact	C	Column addition 3- can solve a 3d + 2d	C	Column subtraction 3- can solve a 3d - 2d
Science	Name the common food groups & some examples of the foods. <i>Identify that animals, including humans, need the right types and amount of nutrition,</i>		Explain what a balanced diet is. <i>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</i>		Explain how nutrients, water & oxygen are transported within animals. <i>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</i>		Describe the main functions of the human skeleton. <i>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</i>		Use first hand observation and secondary sources to find out more about skeletons. <i>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</i>		Describe how joints in my skeleton enable movements. <i>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</i>	

Art and Design	Create a rainforest display within the classroom- using painting/ papier mache, collage etc. make flowers, leaves, fungus, creepers, insects, birds and animals. <i>Experiment with a range of media e.g. overlapping, layering etc.</i>		Look at work by Henry Rosseau. Make studies of plants from real life using pencil and paint. <i>Use artists as a starting point for some work.</i>	Paint a rainforest animal- create a camouflaged background to go with the animal. <i>Experiment with different effects and textures inc -blocking in colour. - Creating washes, and layering colour</i>	
Computing	Use the Internet for research on their rainforest topic. In pairs create a power point presentation on a specific area about the rainforest. <i>Use search technologies effectively</i> <i>Select, use and combine a variety of software (including internet services) on a range of digital devices including collecting, analysing, evaluating and presenting data and information in an interesting and informative way.</i>		Coding- sequence and animation. <i>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>	Coding- conditional events. <i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	
Design Technology	Carry out research on poisonous dart frogs. Design their own poison dart frog beanbag. <i>Develop their own design criteria and use these to inform their ideas</i>		Create their own poison dart frog beanbags using their designs and instructions. <i>Assemble, join and combine materials and components with some accuracy</i>		Evaluate their poison dart frog beanbags. <i>Use their design criteria to evaluate their completed products</i>
Geography	Identify where the rainforests are in the world. <i>Locate the world's countries</i>	Name countries which contain rainforests and find out facts about them. <i>Locate the world's countries</i>	Identify climatic features in the rainforest. <i>Describe and understand key aspects of:</i> <i>1. Physical geography, including: climate, rivers, mountains, volcanoes and earthquakes.</i>	Identify and name the layers of the rainforest <i>Describe and understand key aspects of:</i> <i>1. Physical geography, including: climate, rivers, mountains, volcanoes and earthquakes.</i> Rainforest dangers. <i>Describe and understand key aspects of:</i> <i>1. Physical geography, including: climate, rivers, mountains, volcanoes and earthquakes</i>	

History	<p>Learn about the live of indigenous tribes in the Amazon – homes, food, daily life, headdresses and face painting, medicine</p> <p><i>To understand differences in people throughout history -social, cultural, religious & ethnic.</i></p>					
Languages	<p>Learn the numbers 1-12 in French <i>Recognise & respond to sound patterns & words.</i></p>	<p>Learn the months of the year. <i>Recognise & respond to sound patterns & words.</i></p>	<p>Learn the numbers 13-31 in French <i>Recognise & respond to sound patterns & words.</i></p>	<p>Be able to talk about when their birthdays are. <i>Experiment with the writing of simple words</i></p>	<p>What's today's date? <i>Experiment with the writing of simple words</i></p>	<p>Learn the days of the week. <i>Recognise & respond to sound patterns & words</i></p>
Music	<p>Sounds- Learning how sounds are produced and how instruments are classified</p> <ul style="list-style-type: none"> • Learning about aerophones • Understanding musical conversation structure <p><i>To listen with increasing concentration and attention to musical details.</i></p>		<p>Sounds- Learning how sounds are produced and how instruments are classified</p> <ul style="list-style-type: none"> • Learning about idiophones • Developing an understanding of call and response <p><i>To play musical instruments in solo and ensemble contexts with some control and accuracy.</i></p>		<p>Sounds- Learning how sounds are produced and how instruments are classified</p> <ul style="list-style-type: none"> • Learning about chordophones • Creating a call and Response <p><i>To play musical instruments in solo and ensemble contexts with some control and accuracy.</i></p>	
Physical Education	<p>Dance: Destruction of the rainforest <i>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement</i></p>	<p>Dance: Ant colony <i>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement</i></p>	<p>Dance: Animals of the tropical world <i>Create and link dance phrases using a simple dance structure or motif</i></p>	<p>Dance: Create rainforest dance <i>Create and link dance phrases using a simple dance structure or motif</i></p>	<p>Dance: Practise and improve rainforest dance <i>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups</i></p>	<p>Dance: Perform rainforest dance <i>Describe and evaluate some of the compositional features of dances performed with a partner and in a group</i></p>

Religious Education	What was Jesus' life like? <i>Describe the key aspects of religions especially the people, stories and traditions that influence the beliefs and values of others.</i>	What stories did Jesus tell? Look at various parables and their meanings/ lessons to be learnt. <i>Explore a range of religious stories and sacred writings and talk about their meanings.</i>	What did Jesus do? <i>Describe the key aspects of religions especially the people, stories and traditions that influence the beliefs and values of others.</i>	How did Jesus overcome temptation? <i>Describe the key aspects of religions especially the people, stories and traditions that influence the beliefs and values of others.</i>		
PSHE	Going for Goals- Recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.	Going for Goals- Resolve differences by looking at alternatives, making decisions and explaining choices;	Going for Goals- Recognise the different risks in different situations and then decide how to behave responsibly.			
Debating	Why shouldn't we drop litter?	Why shouldn't we buy more food than we need?	Should we walk to school instead of coming in cars/taxis	Should we recycle more paper, glass etc.	Should we support foodbanks?	Animals should not be kept in cages.
Sustainability	What is the future of rainforests throughout the world?			What can we do to help save the rainforests?		
Business and Enterprise				Look at role of W.W.F and how it is helping to save rainforests (Sky rainforest rescue) can we think of ways as a class to raise money to support this charity?		
Community cohesion			Visit by local vicar/minister			
Educational visits	Fifteen Restaurant					