

	<b>Week 1 Tue&amp;Wed INSET</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>English</b>	Writing expectations Letter formation Handwriting Pencil grip Writing posture	Writing expectations Letter formation Handwriting Pencil grip Writing posture	Writing expectations Letter formation Handwriting Pencil grip Writing posture	Grammarsaurus Spelling Punctuation Grammar	Grammarsaurus Spelling Punctuation Grammar	Grammarsaurus Spelling Punctuation Grammar	Grammarsaurus Spelling Punctuation Grammar
<b>Maths</b>		Place Value Numbers to 20, Counting objects to 100 by making 10s, Recognising tens and ones, Using a place value chart, Partitioning numbers to 100,	Place Value Write numbers to 100 in words, Flexibly partition numbers to 100, Write numbers to 100 in expanded form, 10s on the number line to 100, 10s and 1s on the number line to 100	Place Value Estimate numbers on a number line, Compare objects, Compare numbers, Order objects and numbers, Count in 2's, 5's and 10s, Count in 3's	Addition and Subtraction Bonds to 10, Fact families (addition and subtraction bonds within 100), Related facts, Bonds to 100 (tens), Add and subtract 1's	Addition and Subtraction Add by making 10, Add three 1-digit numbers, Add to the next 10, Add across a 10, Subtract across a 10	Addition and Subtraction Subtract from a 10, Subtract a 1-digit number from a 2-digit number (across a 10), 10 more 10 less, Add and subtract 10s, Add two 2- digit numbers (not across a 10)
<b>Science</b>		Animals incl Human Growth To identify the basic needs of humans to	Animals incl Human Growth To describe the importance for humans of eating the	Animals incl Human Growth	Animals incl Human Growth	Animals incl Human Growth	Animals incl Human Growth

		include air, water, food and shelter.	right amounts of different types of food.	To describe what a healthy balanced diet looks like	To investigate the impact that exercise has on our bodies	To describe the importance of hygiene	To describe the needs of animals for survival
<b>Computing</b>		Digital Literacy To describe ways people can make themselves look differently online	Digital Literacy To explain some risks of communicating online with others I don't know well.	Digital Literacy To explain some risks of communicating online with others I don't know well	Digital Literacy To explain how information put online about me lasts a long time	Digital Literacy To demonstrate how to navigate a simple webpage to get simple information	Digital Literacy To create rules for using technology safely
<b>History</b>		To understand the idea of past/present and explain how events are ordered chronologically	To understand the idea of past/present and explain how events are ordered chronologically	To make inferences 'How, why, when, who, what' relating to 'The Great Fire of London' based on a range of historical evidence	To make inferences 'How, why, when, who, what' relating to 'The Great Fire of London' based on a range of historical evidence	To compare London in 1666 to the present day	To compare London in 1666 to the present day
<b>Geography</b>		To use basic geographical language to describe place	To identify the continents, capital cities and surrounding seas of The United Kingdom	To identify the continents, capital cities and surrounding seas of The United Kingdom	To identify the seven continents and five oceans of the world	To identify the seven continents and five oceans of the world	To use simple compass directions (North, East, South, West) and directional language to describe the location and features and routes on a map
<b>Art Pg 14 drawing warm up</b>		To learn some key facts about local artis,t Sir Terry Frost (abstract art)	To explore Orchard Tambourine B, Complete Portfolio by Sir Terry Frost. To understand the basic use of a sketchbook and work out ideas for drawing.	To use different media to create circles e.g. crayons, pastels, felt tips, charcoal and ball point.	To layer different media e.g. crayons, pastels, felt tips, charcoal and ball point.  To explore warm and cool colours.	To layer different media e.g. crayons, pastels, felt tips, charcoal and ball point.  To explore warm and cool colours.	To draw for a sustained period of time, from the figure and real objects, including single and grouped objects.

			To experiment with visual elements, line, shape, pattern and colour.				
<b>DT</b>						<p>Sheet Materials: To insert paper fasteners for card linkages.</p> <p>To create hinges.</p> <p>To use simple pop ups.</p> <p>To investigate strengthening sheet materials.</p> <p>To investigate joinings, temporary, fixed and moving.</p>	
<b>RE</b>		<p>Islam</p> <p>To reflect on people and things which are special to me</p>	<p>Islam</p> <p>To explore how people feel about God</p>	<p>Islam</p> <p>To explain how Muslims feel about God</p>	<p>Islam</p> <p>To explain the importance of Muhammad to Muslims</p>	<p>Islam</p> <p>To describe how people can learn from Muslim holy words</p>	<p>Islam</p> <p>To explain the difference worshiping god makes to Muslims</p>
<b>PE</b>		<p>Dodging: to explore dodging and learn how to dodge effectively.</p> <p>Gymnastics: to explore different movements that can link together.</p>	<p>Dodging: to develop dodging technique and apply this into games.</p> <p>Gymnastics: to develop the different movements that can</p>	<p>Dodging: to learn the roles of attacking and defending and start to understand when we attack and when we defend.</p> <p>Gymnastics: to explore different ways I can perform the</p>	<p>Dodging: to apply knowledge of how, where and why to dodge in game situations working as a team.</p> <p>Gymnastics: to develop the different ways I can perform a sequence on</p>	<p>Dodging: to consolidate knowledge of how, where and why to dodge in game situations, working in teams.</p> <p>Gymnastics: to create my own sequences.</p>	<p>Dodging: to apply knowledge of how where and why to dodge, into a level 1 competition.</p> <p>Gymnastics: to perform my completed sequences.</p>

			link together on apparatus.	sequence. Jump, Roll, Balance.	apparatus, jump, roll and balance.		
<b>PSHE/RSHE</b>	Me and My Relationships Our ideal classroom	Me and My Relationships How are you feeling today?	Me and My Relationships Let's all be happy!	Me and My Relationships Being a good friend	Me and My Relationships Types of bullying	Me and My Relationships Don't do that!	Me and My Relationships Bullying or teasing?
<b>Music</b>		Charanga I want to play in a band-Begin to recognise the basic indicators of rock music Start to learn the song 'I want to play in a band.'	Charanga I want to play in a band- Identify instrumental sections within music Sing the song and play instrumental parts within the song.	Charanga I want to play in a band- Explore improvisation using voice and/or instruments. Sing the song and improvise using voices and/or instruments.	To learn the song 'London's burning' Charanga I want to play in a band- What does composition mean? Sing the song and perform composition(s) within the song.	To perform the song 'London's Burning' Charanga I want to play in a band- Prepare to perform.	Charanga- I want to play in a band- Performing to an audience. To perform the song 'I want to be in a band' using elements explored in previous lessons.
<b>Oracy</b>	Performing poem/song to recall continents of the world						
<b>Career Links</b>	Rocks/Mining						
<b>Community Links</b>	Local Mining						
<b>Local Context</b>	Man Engine						
<b>Cultural Capital Enrichment</b>		Roald Dahl Day	Coding Week	Black History Month		DT Days	Inspiring Futures Project Geography Week

