

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>Narrative-The Owl who was Afraid of the Dark.</p> <p>Spelling/Phonics: digraph 'ey' makes an /ee/ sound.</p>	<p>Narrative-The Owl who was Afraid of the Dark.</p> <p>Spelling/Phonics: 'a' makes an /o/ sound.</p>	<p>Narrative-The Owl who was Afraid of the Dark.</p> <p>Spelling/Phonics: 'or' and 'ar' make an /er/ or /or/ sound.</p>	<p>Instructions-How to be a mighty explorer.</p> <p>Spelling/Phonics: 'si' and 's' makes an /zh/ sound.</p>	<p>Instructions-How to be a mighty explorer.</p> <p>Spelling/Phonics: '-ment' and '-ness'.</p>	<p>Instructions-How to be a mighty explorer.</p> <p>Spelling/Phonics: '-ful' and '-less'</p>
Maths	<p>Place Value</p> <p>To compare and order numbers from 0 up to 100; use <, > and = signs To identify, represent and estimate numbers using different representations, including the number line.</p>	<p>Calculations</p> <p>To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p>	<p>Calculations</p> <p>To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p>	<p>Money including calculations</p> <p>To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>To find different combinations of coins that equal the same amounts of money</p> <p>To solve simple problems in a practical context involving addition and subtraction of money of the same unit,</p>	<p>Shape</p> <p>To identify 2-D shapes on the surface of 3-D shapes</p> <p>To compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>Shape</p> <p>To identify 2-D shapes on the surface of 3-D shapes</p> <p>To compare and sort common 2-D and 3-D shapes and everyday objects.</p>

				including giving change		
Science	<p>Plants</p> <p>What do plants grow from?</p> <p>To be able to identify the basic structure of a variety of common flowering plants including trees.</p>	<p>Plants</p> <p>How do bulbs and seeds grow?</p> <p>To be able to describe the difference between seeds and bulbs.</p>	<p>Plants</p> <p>What does a seed need to grow?</p> <p>To be able to describe how a seed needs soil, water, light and a suitable temperature to grow.</p>	<p>Plants</p> <p>What does a plant need to stay healthy?</p> <p>To be able to describe how plants need water, light and a suitable temperature to grow.</p>	<p>Plants</p> <p>Growing a sunflower investigation.</p> <p>To set up a simple investigation to explore the best conditions needed to grow a healthy plant.</p>	<p>Plants</p> <p>Growing a sunflower investigation.</p> <p>To gather and record data to explore the best conditions needed to grow a healthy plant.</p>
Computing	<p>Computer Science</p> <p>I can predict the behaviour of simple programs.</p> <p>I can create a program to achieve a specific goal (an algorithm or several algorithms that can be understood by a computer) – I understand that digital devices run programs that have been created by humans.</p>	<p>Computer Science</p> <p>I can predict the behaviour of simple programs.</p> <p>I can create a program to achieve a specific goal (an algorithm or several algorithms that can be understood by a computer) – I understand that digital devices run programs that have been created by humans.</p>	<p>Computer Science</p> <p>I can predict the behaviour of simple programs.</p> <p>I can create a program to achieve a specific goal (an algorithm or several algorithms that can be understood by a computer) – I understand that digital devices run programs that have been created by humans.</p>	<p>Computer Science</p> <p>I can predict the behaviour of simple programs.</p> <p>I can create a program to achieve a specific goal (an algorithm or several algorithms that can be understood by a computer) – I understand that digital devices run programs that have been created by humans.</p>	<p>Computer Science</p> <p>I can predict the behaviour of simple programs.</p> <p>I can create a program to achieve a specific goal (an algorithm or several algorithms that can be understood by a computer) – I understand that digital devices run programs that have been created by humans.</p>	<p>Computer Science</p> <p>I can predict the behaviour of simple programs.</p> <p>I can create a program to achieve a specific goal (an algorithm or several algorithms that can be understood by a computer) – I understand that digital devices run programs that have been created by humans.</p>
History	<p>Historical Interpretation</p> <p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/ accounts/stories.</p>					

Geography	What is the geography of where I live?	What is the geography of where I live?	What is the geography of where I live?	What is the geography of where I live?	What is the geography of where I live?	What is the geography of where I live?
	Human & Physical Geography Columbus & Armstrong	Human & Physical Geography Columbus & Armstrong	Human & Physical Geography Columbus & Armstrong	Human & Physical Geography Columbus & Armstrong	Human & Physical Geography Columbus & Armstrong	Human & Physical Geography Columbus & Armstrong
	Connected Geography – How does Kampong Ayer compare with where I live?	Connected Geography – How does Kampong Ayer compare with where I live?	Connected Geography – How does Kampong Ayer compare with where I live?	Connected Geography – How does Kampong Ayer compare with where I live?	Connected Geography – How does Kampong Ayer compare with where I live?	Connected Geography – How does Kampong Ayer compare with where I live?
Art	<p style="text-align: center;">Collage</p> <p style="text-align: center;">Create textured collages from a variety of media.</p> <p style="text-align: center;">Make a simple mosaic.</p>					
DT	I can create a fact-file on the achievements of chef Paul Ainsworth.	I can identify processes and equipment used in cooking.	I can design and make my own cupcake suitable for a feast for an explorer.	I can follow my design to make my cupcake.	I can follow the recipe to make my cupcake.	I can evaluate my cupcake for a feast for an explorer.
RE	What is the 'good news' Christians believe Jesus brings?	What is the 'good news' Christians believe Jesus brings?	What is the 'good news' Christians believe Jesus brings?	What is the 'good news' Christians believe Jesus brings?	What is the 'good news' Christians believe Jesus brings?	What is the 'good news' Christians believe Jesus brings?
PE	Locomotion: Jumping	Locomotion: Jumping	Locomotion: Jumping	Locomotion: Jumping	Locomotion: Jumping	Locomotion: Jumping
	Games for Understanding	Games for Understanding	Games for Understanding	Games for Understanding	Games for Understanding	Games for Understanding
PSHE/RSHE	Being my Best	Being my Best	Being my Best	Being my Best	Being my Best	Being my Best

Music	<u>Friendship Song</u> Genre: Pop RSHE links I know how to sing and follow a melody.	<u>Friendship Song</u> Genre: Pop RSHE links I know how to sing and follow a melody.	<u>Friendship Song</u> Genre: Pop RSHE links I know how to sing and follow a melody.	<u>Friendship Song</u> Genre: Pop RSHE links I know how to sing and follow a melody.	<u>Friendship Song</u> Genre: Pop RSHE links I know how to sing and follow a melody.	<u>Friendship Song</u> Genre: Pop RSHE links I know how to sing and follow a melody.
Oracy	<p>Hot-seating –talking with an explorer.</p> <p>Support others with sharing ideas based on their prior knowledge of explorers.</p> <p>Asking questions to find out more about famous explorers during Shipwreck museum visit.</p>					
Career Links		Significant person (Mary Berry) DT				
Community Links						
Local Context			Our local area (geography)			
Cultural Capital Enrichment						
British Values	<p>Individual Liberty: Further explore a growth mindset (Link to Topic of Brilliant Bodies and what the children aspire to be and how they overcome personal challenges.</p> <p>Tolerance: RE: Who is Christian and how do they live?</p> <p>British Values: Picture News</p>					
British Values: Whole School	<p>Tolerance: Shrove Tuesday/Ash Wednesday, St. Piran’s Day, Mother’s Day, Good Friday/Easter Sunday.</p> <p>Liberty: British Science Week, World Book Day, World Poetry Day.</p> <p>Rule of Law: International Women’s Day.</p>					