



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Wider Curriculum	Pupil conferences	Egypt Workshop			Testing Week	Theme Week In it Together Inset 14/2/20
Writing	<p>Instructions - Mummification</p> <p>Understand and locate features of instructional writing and their purpose.</p> <p>Follow instructions</p> <p>Give clear oral instructions</p> <p>Use imperative verbs to give an instruction</p>	<p>Instructions - Mummification</p> <p>Modify verbs by adding adverbs</p> <p>Express cause using conjunctions</p> <p>Write a set of instructions.</p> <p>Assess the effectiveness of their own writing and suggest improvements.</p>	<p>Newspaper reports - Howard Carter Discovery of Tutankhamen's Tomb</p> <p>Note making</p> <p>Identify features of newspaper reports and explain their purpose</p> <p>Discuss and record ideas</p> <p>Name 5ws and use them in an introductory paragraph</p>	<p>Newspaper reports - Howard Carter Discovery of Tutankhamen's Tomb</p> <p>Plan and organise writing</p> <p>Writing in past tense</p> <p>Use of fronted adverbials</p> <p>Identify a clause</p> <p>Add conjunctions to extend clauses</p> <p>Compose and rehearse sentences orally (building up varied and rich vocabulary)</p>	<p>Newspaper reports - Howard Carter Discovery of Tutankhamen's Tomb</p> <p>Use inverted commas to write direct speech (quotes)</p> <p>Use organisational devices to structure writing</p> <p>Focus on joining handwriting and consistent sizes and orientation.</p> <p>Assess the effectiveness of their own writing and suggest improvements.</p>	

Reading	<p>Coventry: Tutankhamun</p> <p>St Pauls: Fantastic Mr Fox Pirates (LA)</p> <p>Salisbury: Around the World in 80 Days Leopard and the Sky God (LA)</p>	<p>Read at a speed where they can focus on understanding rather than decoding individual words.</p> <p>Locate and retrieve information to answer questions.</p> <p>Read sentences using punctuation correctly (full stops).</p>	<p>Use punctuation such as exclamation marks and questions marks to inform intonation.</p> <p>Read sentences using punctuation correctly (full stops).</p> <p>Locate and retrieve information to answer questions.</p>	<p>Locate and retrieve information to answer questions.</p> <p>Infer characters feelings from what they say and do.</p> <p>Begin to explain author intent.</p> <p>With support look for meaning of words in a dictionary.</p>	<p>Locate and retrieve information to answer questions.</p> <p>Infer characters feelings from what they say and do.</p> <p>Justify their view with support from the text.</p>	
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	<p>Read books at an age-appropriate interest level.</p> <p>Make predictions about a text.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Locate and retrieve information to answer questions.</p>	<p>Briefly summarise the content of a paragraph.</p>	<p>Infer characters feelings from what they say and do.</p> <p>With support look for meaning of words in a dictionary.</p>			
SPAG	<p>Apostrophes for contractions</p> <p>Apostrophes for possession</p>	<p>Identify and class word types</p>	<p>Direct Speech – use of inverted commas</p>	<p>Prefixes – Dis-, Mis-, In-</p>	<p>Present perfect tense</p>	
Maths	<p>Multiplication and division</p> <p>Comparing multiplication and division facts using symbols</p> <p>Using multiplication facts to find others e.g. $5 \times 4 = 20$, $50 \times 4 = 200$</p> <p>Multiply a 2 digit by a 1 digit number – use knowledge of place value</p>	<p>Multiplication and division</p> <p>Multiply a 2 digit by a 1 digit number using a written method</p> <p>Dividing a 2 digit number by a 1 digit number - concrete and pictorial</p> <p>Dividing a 2 digit number by a 1 digit number - use of partitioning</p>	<p>Multiplication and division</p> <p>Connect concept of scaling to multiplication and division facts.</p> <p>Solve problems including missing number problems, involving multiplication and division.</p> <p>Investigate how many different ways, problems solving linked to multiplication.</p>	<p>Measurement – Money</p> <p>Working out how much or showing an exact amount of money in pounds and pence.</p> <p>Converting pounds and pence.</p> <p>Adding money.</p> <p>Problem solving</p>	<p>Measurement – Money</p> <p>Working out how much or showing an exact amount of money in pounds and pence.</p> <p>Converting pounds and pence.</p> <p>Subtracting money.</p> <p>Giving change</p>	<p>Statistics</p> <p>Interpret and present data using bar charts, pictograms and tables.</p> <p>Solve one and two step problems.</p>



Science	<p>LO: Can we investigate if light is needed to see objects?</p> <p>Children identify and sort light sources. Suggest light sources. Use a black box. Blackout cover or dark cupboard to compare being able to see objects. Draw a diagram to show how light travels to see an object.</p>	<p>LO: How is light reflected from surfaces and why is this important?</p> <p>Understand what reflection means. Test different materials to see if it reflects the light sort them. Look at reflective clothing and explain why it is effective. Design a reflective coat for a child to use during winter months/ at night.</p>	<p>LO: Can I investigate how shadows are formed?</p> <p>Use a torch to test light hitting different surfaces including transparent, translucent, opaque and shiny surfaces. Compare the light coming through and the shadows. Share ideas about how and why they might be different use correct vocabulary.</p>	<p>LO: Can I investigate how shadows change in size?</p> <p>Children complete an investigation to find out how they can change the size of a shadow, what needs to be kept same for fair testing. Complete test and write up findings (create a graph).</p>	<p>LO: Can I explain how eyes can be protected from the sun?</p> <p>Poster to show the dangers of sunlight and how they can protect themselves. Challenge how ultra violet can be helpful to nature.</p>	
RE	<p>LQ What are the important symbols at Jesus's baptism?</p> <p>Draw a picture of Jesus's baptism to show symbols there. Explain their drawing</p>	<p>LQ: How is the Trinity referred to in the Bible?</p> <p>Sharing kennings they like to describe the parts of the Trinity and why. Write their own kennings for each part of the Trinity.</p>	<p>LQ: How is the Holy Trinity used in a baptism?</p> <p>Act out an infant baptism, sharing the special people and words that are shared and their significance. Understand it is welcoming people to the church</p>	<p>LQ: How do Christians show the Holy Trinity in their everyday lives?</p> <p>Choice of activity write song about the Holy Spirit, design an object Christians might have to remember Grace. How these help Christians in life.</p>	<p>LQ: How can we explain the Holy Trinity to others?</p> <p>Using pictures to represent the Holy Trinity share which they like or don't like to represent all three parts and give reasons why.</p>	<p>LQ: How can we explain the Holy Trinity to others?</p> <p>Design something that could be used in the hall for collective worship to remember and represent the Trinity – explain their design and reasons.</p>
IndoorPE	Dance					
OutdoorPE	<p>LO: Can I underarm throw in a general direction?</p>	<p>LO: Can I overarm throw in a general direction?</p>	<p>LO: Can I catch a small ball when bounced with a prompt?</p>	<p>LO: Can I vary my throws to pass to another player?</p>	<p>LO: Can I apply rules to play a net/ wall game?</p>	



Computing	Can I explain the purpose of PowerPoint?	Can I choose an appropriate PowerPoint design?	Can I use a range of different slide designs?	Can I use previous skills learnt (text format and picture insertion) to populate a PowerPoint?	Can I set up transitions between slides?	
History	<p>LO Can I place Ancient Egypt in time and order key events for this period?</p> <p>Look at Egyptians on a time line relate to the Stone Age and Romans. Look at key events from during Egyptian times and share which they think are important and why for at the time and now.</p>	<p>Ancient Egyptian Workshop Everyday life Artefacts – sources Beliefs</p> <p>Lots of photos of the activities children take part in. Create a photopage and children add at least 3 facts they have learnt during the workshop.</p>	<p>LO How was writing used in Ancient Egypt?</p> <p>Understand how hieroglyphics were used, and what they are. Write a fact page about hieroglyphics and how they were decoded using the Rosetta stone. Write their name in hieroglyphics.</p>	<p>LO What do the ancient Egyptian Gods tell us about their beliefs?</p> <p>Look at several Egyptian Gods, what animals were used what Egyptians believed they represented and did for everyday life. Draw/ add picture and write sentences to explain the God.</p>	<p>LO What were the beliefs and attitudes of ancient Egyptians towards death?</p> <p>Act out the weighing of the heart ceremony (photo) and write a book of the dead poem/ spell.</p>	
Geography						
PSHE/P4C						
Art	<p>LO Can I use observations to create a sketch?</p> <p>Using images of real and drawn Canopic jars sketch designs of the jars and animal heads.</p>	<p>LO How can I mould materials to create a 3D form?</p> <p>Practice using different materials to mould a 3d form. Create a 3d form of an animal head for the Canopic jar head.</p>	<p>LO How can I use Modroc to create a hard sculpture?</p> <p>Prepare and use Modroc strips to cover a 3d shell to create a 3d form sculpture of a Canopic jar. Importance of finishing the material.</p>	<p>LO Can I paint the Canopic jar using suitable colours?</p> <p>Understand appropriate colours/ paints used in ancient Egyptian times and paint Canopic jar. Add detail with pen such as hieroglyphics.</p>	<p>LO: Can I use pencil techniques to draw?</p> <p>Draw a cartouche of their name using appropriate symbols, fine drawing pencil skills or draw an Egyptian portrait focusing on proportions.</p>	



DT						
Music	<p>LO: How do I hold and blow into the recorder; make the note B?</p> <p>Use powerpoint to learn which family recorders belong to, parts of the recorder, how to look after it and hold it correctly. How to blow to create a note correctly and finger spacing for B. Photopage</p>	<p>LO: How do I place my fingers correctly to play A; Can I change fingers to play a tune B, A?</p> <p>Use powerpoint to recap from previous lesson and then finger spacing for playing A and B. play and follow a tune. Start to look at the note on a line to know which notes to play. Sticker in book</p>	<p>LO: How do I place my fingers correctly to play G; Can I change fingers to play a tune B, A, G?</p> <p>Use of the powerpoint to place fingers correctly on and blow correctly. Play a tune using B,A,G. Sticker in book and record the evidence.</p>	<p>LO: Can I play simple tunes of short and long duration?</p> <p>Use the powerpoint to think about how to play the notes and hold the duration or play a short note by focusing on the blowing techniques. Play a simple tune. Sticker in book with question to show understanding about how to hold notes etc.</p>	<p>LO: Can I read and play standard notation for crotchet rests; play a simple tune?</p> <p>Use the powerppint to play a simple tune on the recorder to know when to rest in the music. Sticker in book and record the evidence.</p>	
Spanish	<p>LI: To revise the key classroom language covered so far</p> <p>Children play kims game to practice saying and name different pencil case items. Photopage</p>	<p>LO: To learn 9 new nouns (with the indefinite article)</p> <p>Practice asking and saying. Complete a sheet to write the correct noun to complete the sentence or complete a missing syllables sheet.</p>	<p>LO: To learn how to make nouns plural in Spanish</p> <p>Practice saying the vocabulary and asking the questions. Read the sheet to match the child to the pencil case and word search.</p>	<p>LO: To learn how to say 'a' and 'some'</p> <p>Write a list about what is in their pencil case using correct spellings. GDS should be using adjectives of colour with agreement of the adjectives and nouns, as well as correct plurals.</p>	<p>LO: To learn the adjectives of colour</p> <p>Use a song to recap all the vocabulary learnt. Sing the song. Photopage</p>	
British Values						