



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Wider Curriculum						30 th , 31 st and 1 st Themed Days – Maths and ICT
Writing	<p>Fantasy Story – Leon and the Place Between Use a text to make predictions and ask questions</p> <p>Expand sentences to add details using adverbs and adjectives</p> <p>Recognise and use different word classes to add description</p> <p>Empathise with a character, giving reasons from the text to support own opinions</p>	<p>Fantasy Story – Leon and the Place Between Recognise and write expanded noun phrases</p> <p>Use of comma to punctuate correctly</p> <p>Use of prepositions to add detail in setting descriptions</p> <p>Use causal conjunctions to expand sentences</p>	<p>Fantasy Story – Leon and the Place Between Using verbs and adverbs to develop and describe a character</p> <p>Planning a story</p> <p>Setting descriptions</p> <p>Using inverted commas for speech in a story</p> <p>Use of paragraphs</p> <p>Use all learnt to write final end piece of the unit</p>	<p>Performance Poetry <i>To know what performance poetry is.</i></p> <p><i>Working in mixed ability groups – sticker to explain what we have done in the lesson</i></p> <p><i>To analyse poetry</i></p> <p><i>Photopage – in mixed ability groups, children to look at poems, read them, make a list of props that they might need to perform the poem. which would you like to perform and why – decide on the poem and if they are going to work in small groups or as a whole class.</i></p> <p><i>To plan a performance x 2</i></p> <p><i>Chdn to decide in their groups the poem that they are going to perform and how, decide on the props they need.</i></p>	<p>Performance Poetry To prepare poems to read aloud and perform. X3</p> <p>Child led, making props and practising the piece.</p> <p>To perform , evaluate and give feedback.</p> <p>Children will perform their pieces (video evidence to be posted on Staff Drive)</p>	



--	--	--	--	--	--	--

Reading	<p>Guided Reading – Whole Class GR Tutankhamun</p> <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>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>Briefly summarise the content of a paragraph.</p> <p>Locate and retrieve information to answer questions.</p> <p>Infer characters feelings from what they say and do.</p>	<p>Locate and retrieve information to answer questions.</p> <p>Infer characters feelings from what they say and do.</p> <p>With support look for meaning of words in a dictionary.</p> <p>Begin to explain author intent.</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>	
SPAG	<p>Identify and class word types</p>	<p>Homophones</p>	<p>Direct Speech – use of inverted commas</p>	<p>Suffixes – ly, -ation, -ous</p>	<p>Present perfect tense</p>	



Maths	Length and Perimeter	Length and Perimeter	Length and Perimeter	Fractions	Fractions	Fractions
	RECAP - To measure length (Practical – photo page)	Comparing lengths same and different units of length	Measure perimeter (Practical – photo page)	RECAP – Make equal parts (practical – photo page)	RECAP – Recognise a third	RECAP – Equivalence of half and 2 quarters.
	RECAP - To measure length (m).	Add lengths	Calculate perimeter x 2	RECAP – Recognise half	RECAP – Find a third.	RECAP – Count in fractions.
	Equivalent lengths m and cm	Subtract lengths	End of unit	RECAP – Find half	RECAP – Unit Fractions	
	Equivalent lengths mm and cm	Investigation using lengths.		RECAP – Recognise quarters	RECAP – Non-unit fractions	
Comparing lengths			RECAP – Find quarters	Unit and non-unit fractions.		

Science	Lesson 1 – Do different objects move the same or differently on different surfaces?	Lesson 2 – Do all forces need contact between two objects?	Lesson 3 – 4 - How does a magnet attract and repel? (Formal investigation write up)	Lesson 5 – Which materials do magnets attract?	Lesson 6 – Can I describe the magnetic poles and fields on a magnet?
	Compare how things move on different surfaces. Setting up simple practical enquiries, comparative and fair tests.	Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	Observe how magnets attract or repel each other and attract some materials and not others. Investigate the strengths of different magnets and find fair ways to compare them. Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.



			<p>Record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Use their findings to draw a simple conclusion.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Suggest improvements and predictions for further tests.</p>			
RE	<p><u>LQ What happened during Holy Week?</u></p> <p>Children recall events for Jesus at Easter and the parts of Holy Week.</p> <p>Drama to act out the events of Holy Week and freeze frame to share ideas about how Jesus/ Disciples would feel at the different events.</p>	<p><u>LQ How do Christians view Holy Week?</u></p> <p>Understand how Christians believe Jesus came to build a bridge between Heaven and Earth.</p> <p>Understand how Jesus taught and showed people how to live. Give examples/ explain how Jesus taught people to live during Holy week.</p>	<p><u>LQ How did Mary feel during Holy Week?</u></p> <p>Look at 3 different crosses used during holy week and what Christians believe them to mean. Understand Holy Week from Mary's point of view. Share ideas about how Mary would feel at the different events and reasons why. Create an emotion graph.</p>	<p><u>LQ How did Mary feel during Holy Week?</u></p> <p>Recap events of Holy week from Mary's point of view. Write a diary from Mary's point of view.</p> <p>Share the idea about Why is Good Friday called good because of the events that happened.</p>	<p><u>LQ What do Christians do to remember Holy Week?</u></p> <p>Share ideas about how people celebrate. Look at a church's order of service for Holy week. What happens in the church – how do they relate back to the original Holy Week. What do they do to celebrate. Look at how 2 Christian children celebrate and why it is important to them. Complete sheets linked to the children to explain ideas and thinking.</p>	<p><u>LQ Why do Christians call the day Jesus died 'Good Friday'?</u></p> <p>Think about how feelings change quickly and relate to Holy Week. How Christians feel during Holy week when completing different activities and remember the events.</p> <p>Write a poem for Christians for the events of Holy week to show how emotions change and what they remember.</p>



IndoorPE	<p><u>LO Can I perform movements to the rhythm of the music?</u></p> <p>Boxercise <u>LO Can I cross arms to punch pads?</u></p>	<p><u>LO Can I perform basic travels, gestures, turns, jumps and balances with some composure and control?</u></p> <p>Boxercise <u>LO Can I move my body to help direct punches?</u></p>	<p><u>LO Can I explore how to change actions and movements?</u></p> <p><u>LO Can I link basic movements and actions together to create simple movement pattern?</u></p> <p>Boxercise <u>LO Can I build up stamina through skipping?</u></p>	<p><u>LO: Can I select appropriate movements and actions which match the stimulus?</u></p> <p>Boxercise <u>LO Can I jab and upper cut?</u></p>	<p><u>LO Can I compose short movement patterns with a beginning and end?</u></p> <p>Boxercise <u>LO Can I explain how to use arms and legs in boxing?</u></p>	<p><u>LO Can I remember and perform short dance movement patterns?</u></p>
OutdoorPE	<p><u>LO Can I use over arm to throw in a particular direction?</u></p>	<p><u>LO Can I throw under arm to throw in a particular direction?</u></p>	<p><u>LO Can I catch small balls when bounced?</u></p>	<p><u>LO Can strike a ball (self bowled) in a certain direction?</u></p>	<p><u>LO Can I apply skills in a striking game?</u></p>	
Computing	<p>Term focus: Basic Skills – PowerPoint</p> <p>LI: Can I explain the purpose of PowerPoint?</p>	<p>Term focus: Basic Skills – PowerPoint</p> <p>LI: Can I choose an appropriate PowerPoint design?</p>	<p>Term focus: Basic Skills – PowerPoint</p> <p>LI: Can I use a range of different slide designs?</p>	<p>Term focus: Basic Skills – PowerPoint</p> <p>LI: Can I use previous skills learnt (text format and picture insertion) to populate a PowerPoint?</p>	<p>Term focus: Basic Skills – PowerPoint</p> <p>LI: Can I set up transitions between slides?</p>	<p>Term focus: Basic Skills – PowerPoint</p> <p>LI: Can I add animations to objects within a PowerPoint presentation?</p>
History						



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>What is special about my local area?</p> <p>Mindmap as starter to find out what they already know</p> <p>A child's-eye view. Children discuss in pairs: as children living and/or going to school in this area, what do we like and dislike about it? Share one like and one dislike from each group. Whole-class discussion: are similar points coming up from every group? Do some people like things that others dislike? What changes would we like to see in this area? What has already changed during our own time here? Children close their eyes and imagine ... What if you were a grown-up visitor coming here for the first time? What would you notice? What are the landmarks? What is special about its landscape? Where</p>	<p>What can I find out about from a walk in my local area?</p> <p>Brief children on the route you will be using, noting hazards such as road-crossings (e.g. by simulating the journey on Google Streetview). Establish ground rules for safety and behaviour. Briefly outline the main activities that they will be carrying out. Give each child two copies of the chatterbox and sense point. Ask the children to tear off the sense point rectangle for each, and set it aside. With the remaining squares, ask them to fold the corners into the middle, creating four triangles with the letters showing. They will need to</p>	<p>How can we make a map to show what we have found out about the local area?</p> <p>Working in the three groups that they were in at the end of the previous session, children use craft materials and 'junk' to create a messy map of the local area. They can use the Ordnance Survey maps as a guide. On their messy map, they should mark down: □ The route that they travelled □ The places where they stopped to create their chatterbox images □ The places where their photographs were taken □ Any other landmarks that they chose to note Beneath the map, they should create a simple key that would help somebody looking at the map to find these things on it, and know what they were. Each group decides on a title for its map and then presents its messy map to the other groups. As a whole class, children compare the maps: what did different groups choose to show? What did they leave out? Put together, what do they tell us about the local area?</p>	<p>Investigate the human and physical features of Ashford and Folkestone using an OS map</p> <p>Activity 1: Are the memorial gardens in the centre of town a human or physical feature of Ashford? Discuss in pairs and then feedback ideas as a whole class identifying what a human/physical feature is. Talk about what constitutes a human and physical feature using the flip then discuss memorial garden again.</p> <p>Activity 2: Show children the OS map of Ashford (photocopied 1 per table). Who has used an OS map before? Discuss what some of the symbols mean (use symbol posters on geography display) and find these on the OS map e.g. school, church.</p> <p>Look at map of Ashford and create a list of human and physical</p>	<p>Compare the features of Folkestone and Ashford</p> <p>Look at an aerial map of Folkestone at https://www.thebeachguide.co.uk/south-east-england/kent/folkestone-outer-harbour-beach-map.htm</p> <p>How does this compare to the OS maps we looked at last week? Is it better, worse or useful in a different way?</p> <p>Look at a computer map http://www.maplandia.com/united-kingdom/england/south-east/kent-county/ashford/</p> <p>This shows both Folkestone and Ashford so you can compare where they are in Kent. It also has more detail on it. Is this useful?</p> <p>As a class use the notes we made from the OS maps last week and the observations from the aerial photos to create a comparison list. Look at what features we have found in Ashford and Folkestone and then compare them. Create a list of similarities and differences.</p> <p>Children to compare the human and physical features of Ashford and Folkestone.</p> <p>Extra mild: complete cloze activity with symbols and words</p>	
--	--	---	--	---	---	--



<p>would you want to visit? Is it easy to get to? What is good about the place and what could be better? Children work as pairs: you are a grown-up visiting for the first time and posting on social media to tell your friends about it. What would you choose for your photo? What three things would you tell them? Create an 'Izzigram post' together. Children share their post with their peers so they can write comments in the relevant section. Working in table groups, discuss: If we could meet someone who was a hundred years old and had always lived here, what would we ask them about this place? Include some questions about how it has changed. Note down your best questions. What do we think they would say in reply? Hotseat their answers.</p>	<p>bring these two 'chatterboxes' with them on the fieldwork, along with a pencil and the two sense point rectangles. Fieldwork Carry out a walk with the children in the local area, observing what is around them and carrying out the following tasks. At the start of the journey, stop in a suitable place. Using a compass or smartphone, identify North. Pointing the 'N' edge of their chatterbox northwards, children open up their 'N's and sketch what they can see in the diamond shape beneath the flap. They repeat this with West, South and East, until they have a simple sketch map orientated to the points of the</p>		<p>features from the map and their own knowledge</p> <p>Create a class list.</p> <p>Activity 1: Who has been to Folkestone? Anyone know any human or physical features that can be found in Folkestone? Paired discussion and then feedback as a whole class with CT creating a list.</p> <p>Activity 2: Show children the OS map of Folkestone (photocopied 1 per table). Are there any symbols on this map that we did not see in Ashford? Any major human or physical features that we did not see in Ashford? Any similarities?</p> <p>Look at map of Folkestone and create a list of human and physical features</p>	<p>Mild: Group write with CT</p> <p>Hot: Use the class lists and own research to write at least 2 similarities and 2 differences between Ashford and Folkestone.</p> <p>Spicy: Write a fact file about Folkestone and Ashford comparing the human and physical features.</p>	
--	---	--	---	--	--



	Photopage	<p>compass. • Now ask the children to close their eyes. What can they hear, feel, smell or taste? After 30 seconds, ask them to open their eyes and note their impressions on one of the sense point rectangles. • On the outward journey: working as pairs or small groups, children mark up an Ordnance Survey map, using different coloured pencils for the approximate ages of buildings and other features that they see (red pencil = 100+ years old; yellow = 50-100; green = under 50; blue = very recent). Children also note down any landmarks that they had discussed in the previous lesson. • About half-way through the walk,</p>				
--	-----------	--	--	--	--	--



		choose another place for a second set of chatterbox and sense point activities.				
PSHE/P4C	<u>LI: To understand how exercise affects my physical health and the importance of my heart and lungs.</u>	<u>LI To understand the effects of smoking to people's health.</u>	LI: I know that the amount of calories, sugar and fat I put into my body will affect my health.	<u>LI: to identify things, people, places that I need to keep away from and know strategies to keep myself safe.</u>	<u>LI: to identify when something feels safe or unsafe.</u>	
Art						
DT	<u>LO Can I name and practice stitch types?</u> Children introduced to the topic and final outcome – links made as to why they learn sewing skills for real life situations. Children practice running stitch.	<u>LO Can I draw and label a clear design idea?</u> Looking at existing products, photos and real children discuss what they like/ dislike. Following a criteria they design a pin cushion. Add labels and reasons for decisions.	<u>LO Do I understand the need for a pattern?</u> Children use a paper pattern to be able to cut out two pieces for the cape (understanding it is so each part can fit together – fit the toy designed for) HA – design their own pattern. Use the pattern to cut out 2 different types of fabric for their design. Add design features – HA sewing MA – sewing gluing on design LA – sew fabric together to create a pin book.	<u>LO Can I stitch two pieces of material together? Can I sew on a button?</u> Children are shown how to sew a button on and create a fastening. Complete adding the design as previous lesson. Use the skills learnt at start of unit to be able to sew 2 pieces of fabric together to create the cushion.	<u>LO Can I evaluate the finished product against my original design?</u> Complete design Photo of final product for evidence. Use the original design and the design criteria to evaluate their final product.	



Music	Lesson 1 LI: To play the note G	Lesson 2 LI: To change fingers to play a tune using the notes B, A and G.	Lesson 3 LI: To change fingers to play a tune using the notes B, A and G.	Lesson 4 LI To play simple tunes of short and long duration.	Lesson 5 LI To read and play standard notation.	
Spanish	Lesson 1 Objective: To listen and read along (Oso Pardo) Brown bear story	Lesson 2 Objective: To describe animals with colours Listening / Reading - describing pictures	Lesson 3 Objective: To join in with a song Old MacDonald	Lesson 4 Objective: To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language additional stories / songs		