



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Genre: Kennings Performance Poetry (animals fables) Text: The Lion and the Mouse fable Objectives: - recite and listen to poems read aloud - express likes and dislikes clearly, articulate and justify answers, arguments and opinions, offering supporting evidence from the poem - compare different views of the same subject; discuss choice of words and phrases and describe and create impact, e.g. adjectives, powerful and expressive verbs, e.g. 'stare' instead of 'look' - distinguish between rhyming and non-rhyming poetry and comment on the impact of layout - express views about a poem, identifying specific words and phrases to support their viewpoint - generate ideas relevant to a topic by brainstorming, word association, etc. - collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words - read aloud/recite poetry, speaking audibly and fluently, and talk about language features of chosen poem - choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds - rehearse and improve performance, taking note of punctuation and meaning	Genre: Kennings Poems Text: The Lion and the Mouse and Various fables Objectives: - identify and discuss story themes. e.g. trials and forfeits, good over evil, weak over strong, wise over foolish - discuss significant aspects of the text, finding extracts to support reaction - discuss how language is used to create effect - be aware of the different voices in stories using dramatised readings, showing differences between the narrator and different characters used, e.g. puppets to present stories - listen to dialogue in stories and identify the narrator and other speakers - select words and phrases that describe scenes - notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text. Explore purposes and collect examples	Genre: Narrative - Fables Objectives: - use talk prior to writing to plan the main events of a story - discuss advantages of different methods of planning - plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning - describe and sequence key incidents in a variety of ways, e.g. by listing, charting, mapping, making simple storyboards - write a plan for own story, using story theme from reading but substituting different characters or changing the setting - generate ideas relevant to a topic by brainstorming, word association, etc. - using reading as a model, to write own passages of dialogue - plot a sequence of episodes modelled on a known story, as a plan for writing - use paragraphs to organise the narrative - investigate and collect sentences/phrases for story openings and endings – use some of these formal elements in re-telling and story writing - use speech marks/inverted commas in own writing	Genre: Narrative - Fables Objectives: - use diagonal and horizontal strokes to join letters increase consistency of handwriting - evaluate the effectiveness of own and others' writing and suggesting improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors	Genre: Narrative - Fables Objectives: - use diagonal and horizontal strokes to join letters increase consistency of handwriting - evaluate the effectiveness of own and others' writing and suggesting improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors	Genre: Non-Chronological Reports Objectives: - to write in paragraphs - to organise information - to use sub-headings - to use ambitious vocabulary - to research key information - To understand the purpose of non-chronological reports.	Genre: Non-Chronological Reports Objectives: - to write in paragraphs - to organise information - to use sub-headings - to use ambitious vocabulary - to research key information - To understand the purpose of non-chronological reports.

	Writing • write new or extended verses for performance based on models of 'performance' and oral poetry read, e.g. rhythms, repetition • write poetry that uses sound to create effects, e.g. alliteration, distinctive rhythms • generate synonyms for high frequency words, e.g. <i>big, little, like, good, nice, nasty</i> • rehearse oral performance of a poem • maintain audience attention by using dynamics, pace and expression						
Handwriting PenPals scheme.	Unit 9: Introducing joining from r to an ascender: rb, rh, rk, rl, rt.	Unit 10: Introducing joining from r to an ascender: ri, ru, rn, rp.	Unit 11: Introducing joining from r to an anti-clockwise letter: ra, rd, rg, rr.	Unit 12: Introducing joining from r to e: are, ere, ure, ore, ire.	Unit 13: Introducing break letters: g, j, y, f, b, p, q, x, z.	Unit 14: Introducing joining to f: if, ef, af, of.	Unit 15: Introducing joining from f to an ascender: fl, ft.
Spelling Support for Spelling	Spelling Rule: To spell regular verb endings and to learn irregular tense changes (e.g. carry – carries, carried; go – went). Year 3 and 4 spelling list.	Spelling Rule: To spell regular verb endings and to learn irregular tense changes (e.g. carry – carries, carried; go – went). Year 3 and 4 spelling list.	Spelling Rule: To spell regular verb endings and to learn irregular tense changes (e.g. carry – carries, carried; go – went). Year 3 and 4 spelling list.	Spelling Rule: To spell regular verb endings and to learn irregular tense changes (e.g. carry – carries, carried; go – went). Year 3 and 4 spelling list.	Spelling Rule: To spell regular verb endings and to learn irregular tense changes (e.g. carry – carries, carried; go – went). Year 3 and 4 spelling list.	Spelling Rule: To spell regular verb endings and to learn irregular tense changes (e.g. carry – carries, carried; go – went). Year 3 and 4 spelling list.	Spelling Rule: To spell regular verb endings and to learn irregular tense changes (e.g. carry – carries, carried; go – went). Year 3 and 4 spelling list.
Reading	Adventure Fiction Text – Arthur and the Golden Rope <u>Weekly Objectives:</u> Inference Learning to empathise with a character's thoughts and feelings Understanding how a character may act and understanding their motive Making predictions	Adventure Fiction Text – Arthur and the Golden Rope <u>Weekly Objectives:</u> Inference Learning to empathise with a character's thoughts and feelings Understanding how a character may act and understanding their motive Making predictions Infer meaning from the text providing evidence	Adventure Fiction Text – Arthur and the Golden Rope <u>Weekly Objectives:</u> Inference Learning to empathise with a character's thoughts and feelings Understanding how a character may act and understanding their motive Making predictions Infer meaning from the text providing evidence	Assessment Week	Adventure Fiction Text – Arthur and the Golden Rope <u>Weekly Objectives:</u> Inference Learning to empathise with a character's thoughts and feelings Understanding how a character may act	Adventure Fiction Text – Arthur and the Golden Rope <u>Weekly Objectives:</u> Inference Learning to empathise with a character's thoughts and feelings Understanding how a character may act	Adventure Fiction Text – Arthur and the Golden Rope <u>Weekly Objectives:</u> Inference Learning to empathise with a character's thoughts and feelings Understanding how a character may act

	Infer meaning from the text providing evidence <u>Fluency</u> Practising skills such as pace, tone, pause <u>Identifying new vocabulary</u> Key skills such as skimming and scanning <u>Comprehension</u> Answering questions about part of a text <u>Making comparisons</u> Referring back to previous texts read <u>Making predictions</u> Using clues, facts to predict how a story may end or what may happen next Use of language Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader <u>Discussion</u> Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Providing reasoned justifications for their views	<u>Fluency</u> Practising skills such as pace, tone, pause <u>Identifying new vocabulary</u> Key skills such as skimming and scanning <u>Comprehension</u> Answering questions about part of a text <u>Making comparisons</u> Referring back to previous texts read <u>Making predictions</u> Using clues, facts to predict how a story may end or what may happen next Use of language Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader <u>Discussion</u> Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Providing reasoned justifications for their views			and understanding their motive Making predictions Infer meaning from the text providing evidence <u>Fluency</u> Practising skills such as pace, tone, pause <u>Identifying new vocabulary</u> Key skills such as skimming and scanning <u>Comprehension</u> Answering questions about part of a text <u>Making comparisons</u> Referring back to previous texts read <u>Making predictions</u> Using clues, facts to predict how a story may end or what may happen next Use of language Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader <u>Discussion</u> Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	and understanding their motive Making predictions Infer meaning from the text providing evidence <u>Fluency</u> Practising skills such as pace, tone, pause <u>Identifying new vocabulary</u> Key skills such as skimming and scanning <u>Comprehension</u> Answering questions about part of a text <u>Making comparisons</u> Referring back to previous texts read <u>Making predictions</u> Using clues, facts to predict how a story may end or what may happen next Use of language Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader <u>Discussion</u> Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	and understanding their motive Making predictions Infer meaning from the text providing evidence <u>Fluency</u> Practising skills such as pace, tone, pause <u>Identifying new vocabulary</u> Key skills such as skimming and scanning <u>Comprehension</u> Answering questions about part of a text <u>Making comparisons</u> Referring back to previous texts read <u>Making predictions</u> Using clues, facts to predict how a story may end or what may happen next Use of language Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader <u>Discussion</u> Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
--	--	--	--	--	---	---	---

					Providing reasoned justifications for their views.	Providing reasoned justifications for their views.	challenging views courteously Providing reasoned justifications for their views
Maths ARK Maths	<u>Addition and subtraction</u>	<u>Addition and subtraction</u>	<u>Addition and subtraction</u>	<u>Assessments</u>	<u>Addition and subtraction</u>	<u>Addition and subtraction</u>	<u>Addition and subtraction</u>
Science Developing Experts Forces and Magnets	<u>Magnets and Forces</u> Explore contact and non-contact forces	<u>Magnets and Forces</u> Compare how things move on different surfaces	<u>Magnets and Forces</u> Explore different types of magnets	<u>Magnets and Forces</u> Explore the properties of magnets and everyday objects that are magnetic	<u>Magnets and Forces</u> Understand that magnetic forces can act at a distance	<u>Magnets and Forces</u> Explore the everyday uses of magnets	
History	Who were the Ancient Greeks?	Why were the Athenians and the Spartans so different during the Ancient Greek era?	Who was Alexander the Great and what was his impact on the Greek Empire?	What was daily life like for the Ancient Greeks?	How significant is the legacy of the Ancient Greeks today?	How did religion play a part in the culture of the Ancient Greeks?	
Art Painting Accessart	We are learning to recognise how different artists use paint on different surfaces.	Use various brush marks	Colour mixing. Use primary and secondary colours	Monet research study	Painting on calico fabric	Stitching as mark making on painting fabric.	Stitching as mark making on painting fabric.
Religious Education							
PE Football Gymnastics	<u>~~Football (taught be P.E. specialist)~~</u> Step 1: To stop the ball with my feet. <u>~~Gymnastics:~~</u> Step 1: To perform some partner balances.	<u>~~Football (taught be P.E. specialist)~~</u> Step 2: To pass the ball with the inside of my feet. <u>~~Gymnastics:~~</u> Step 2: To travel with spinning.	<u>~~Football (taught be P.E. specialist)~~</u> Step 3: To move with the ball. <u>~~Gymnastics:~~</u> Step 3: To create and experiment with sequences	<u>~~Football (taught be P.E. specialist)~~</u> Step 4: To make a standing tackle. <u>~~Gymnastics:~~</u> Step 4: To skip with a rope.	<u>~~Football (taught be P.E. specialist)~~</u> Step 5: To shoot a stationary football. <u>~~Gymnastics:~~</u> Step 5: To show control when linking a variety of different elements.	<u>~~Football (taught be P.E. specialist)~~</u> Step 6: To participate in games controlling the ball. <u>~~Gymnastics:~~</u> Step 6: To perform with others, in front of others.	<u>~~Football (taught be P.E. specialist)~~</u>
PSHE Jigsaw	Families	Friendship/Antibullying week	Family conflict	Witness and Feelings	Witness and solutions	Words that harm	Celebrating difference with compliments

[illegible]