| **AUTUMN 1 2024** | | | | | | | |  |
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| **SUBJECT** | **WEEK 1** | **WEEK 2**  **Roald Dahl Day on Friday** | **WEEK 3** | **WEEK 4** | **WEEK 5** | **WEEK 6** | **WEEK 7** |  |
| **READING**  book clip art reading - Clip Art Library |  | LO: to listen to and discuss non-fiction and fiction texts  LO: to participate in discussion about what is read to them, listening to others and taking turns.  Shared reading and discussion about Roald Dahl and his life (non-fiction)  Listening to the story of The Enormous Crocodile and discuss what has happened/answer questions. | LO: To identify the main parts of the Enormous Crocodile and summarise them.  LO: to retrieve from a non-fiction text  Lesson 1 - chd to summarise the main parts of the story and summarise what happens as part of a book review.  Lesson 2 -  Fact retrieval about Roald Dahl  Create a fact file about Roald Dahl by retrieving information from a text and answering some questions. | LO: to predict  LO: to answer comprehension questions  Lesson 1 - Intro new text of The Giraffe the Pelly and Me. Read the blurb and look at the cover to make a prediction of what the text may be about. Read some of the text and make some more predictions.  Lesson 2 - Read the next part of the text and discuss together. The children are then to use the text to answer some comprehension questions. | George’s Marvellous Medicine  LO: to infer what characters may be thinking and feeling  Lo: to answer comprehension questions about the text.  Lesson 1 - Children are to infer what characters may be thinking and feeling in the story  Lesson 2 - children are to answer comprehension questions about part of the story. | LO: To develop comprehension skills.  Children are to complete different comprehension texts. | *Reading Comprehension Assessment Week* |  |
| **WRITING**    **INCLUDING GENRE(S)** | **INDUCTION**  **Writing to inform**  **Roald Dahl Dictionary entries**    Focus on full stops and capital letters  Link to GPS- Nouns | **Writing to Persuade**  **School Council Speeches** | **Writing to Entertain**  **The Enormous Crocodile**  **Secret plans and clever tricks**  Focus on sentence structure- practise adapting a model sentence. | **Writing to Inform - instructional text**  Adapt and improve an information text about a ‘clever trick’  Full stops and capital letters  Exclamation marks  Imperative Verbs | **Writing to inform**  **Personal Biography writing - based on**  **biography of Roald Dahl**  Show place, time and cause by beginning to use conjunctions  Begin to look at how text is organised into paragraphs. ~  w | **Writing to inform-Personal Biography Writing**  Extending and joining clauses using co-ordination and subordination- always emphasising appropriate use of commas and full stops.  (Assessment piece | ***Writing to Inform***  **Diary - based on George’s Marvellous Medicine**  **(turning a list of activities into an interesting and well organised diary entry, using paragraphs, conjunctions,adverbs and prepositions**  Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] | ***Writing to Inform***  **Diary - based on George’s Marvellous Medicine**  **(turning a list of activities into an interesting and well organised diary entry, using paragraphs, conjunctions,adverbs and prepositions**  Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] |
| **SPELLING**  spelling clipart - Clip Art Library | None- 3 day week-no dedicated spelling lesson | Little Wandle Year 2 Spelling Unit 12 Summer 2  Unit focus: Why do some longer words have the spelling ti for /s? | | Little Wandle Year 2 Spelling Unit 13  Summer 2  Unit focus: How do I use the possessive apostrophe? | | Little Wandle Year 2 Spelling Unit 13  Summer 2  Unit focus: When do I swap, double or drop letters before adding a suffix? (-er, -est, -ed, -ing, -y) | |  |
| **GRAMMAR AND PUNCTUATION**  Image result for grammar and punctuation clip art | Capital letters and Full Stops Focus  Nouns (linked to dictionary work) | Capital letters and Full Stops Focus  Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Link to writing Secret Plans and Clever Tricks. | Full Stop, exclamation mark or question mark  Year 2 Review: How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command  Link to writing instructional texts using sentences beginning with imperative verbs. | Show place, time and cause by beginning to use conjunctions.  Link to biography writing | Extending and joining clauses using co-ordination and subordination. | Adverbs [for example, then, next, soon, therefore] | Prepositions [for example, before, after, during, in, because of] |  |
| **MATHS**  Fernvale Primary School Policy - Math Signs Clipart - Full Size Clipart  (#1218141) - PinClipart | **W1 Number** - number and place value  recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | **W2** - number and place value  identify, represent and estimate numbers using different representations, compare and order numbers up to 1000  count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number | **W3 Number** - number and place value  count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number  read and write numbers up to 1000 in numerals and in words  solve number problems and practical problems involving these ideas | **WK4 Number** - addition and subtraction  a three-digit number and ones | **WK5 Number** - addition and subtraction  a three-digit number and tens | **WK6 Number** - addition and subtraction  add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction  solve problems, including missing number problems | ***Assessment***  ***Week???*** |  |
| **LEARN BY HEARTS** | First LBH given out to learn for next week   * Number bonds to 20 (addition) | Test: Number bonds to 20 (addition)  Practise: Number bonds to 20 (addition) | Test: Number bonds to 20 (addition)  Introduce and send home: Number bonds to 20 (subtraction) | Test: Number bonds to 20 (subtraction)  Practise: Number bonds to 20 (subtraction) | Test: Practise: Number bonds to 20 (subtraction)  Introduce and send home: Multiplication 3x table | Test: Multiplication 3x table  Practise: Multiplication 3x table | Test: Multiplication 3x table  Introduce and send home: Division 3x table |  |
| **SCIENCE - Rocks** | Introduce new topic – what do we already know about rocks and what would we like to find out? | Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties | Know that there are three different types of rock | Describe in simple terms how fossils are formed when things that have lived are trapped within rock | Describe in simple terms how fossils are formed when things that have lived are trapped within rock | recognise that soils are made from rocks and organic matter | **Assessment**    **Week** |  |
| **COMPUTING**    **Unit 3.2 Online safety 3 week** | No lesson due to training days | Logging On- all children logging on to chromebooks and Purple Mash INDEPENDENTLY using password stickers  **U2 Online Safety –**   * Passwords * Using the Internet for communication * Blogs for communication | Fact or Fiction   * To consider if what can be read on websites is always true. | Ratings   * age restrictions * PEGI restrictions * To know where to turn for help | U4 Touch Typing  Purple Mash Lesson 1: Home, Top and Bottom Row Keys | U4 Touch Typing  Purple Mash Lesson 3: Left Keys | U4 Touch Typing  Purple Mash Lesson 4: Right Keys |  |
| **HISTORY/**  **GEOGRAPHY**  Image result for history clipartImage result for geography clipart | No lesson due to training days | *Geography- locational objectives-*  -To demonstrate the relationship between maps and globes and explore the idea of addresses -  Find the United Kingdom on the Globe.  Use Google Earth to zoom in on Stanningley Primary School and identify buildings and features we recognise. Label given features, including their home address, on a local map. Create a personal map of important places. | *Geography- locational objectives-*  To name and locate counties and cities of the United Kingdom  Know and name the eight points of a compass  *General knowledge about the UK: https://kahoot.it/solo/?quizId=d697a76a-f7bd-42f3-9c75-971af53563fe* | *Geography- locational objectives–*  *Use atlases effectively- index, contents*  *Use maps and digital maps to look at Europe.*  -To know the names of and locate at least eight European countries.  *https://kahoot.it/solo/?quizId=ef9958be-399a-4b8f-ad89-c3ff3afeda0a* | **Black History – Rosa Parks**  What is history? What do historians do? Children become history detectives using mainly visual clues to piece together the possible reasons why Rosa Parks might be famous to then have their initial thoughts confirmed by a teacher told story of the seminal event of 1955 which pupils then act out.Follow up by showing BBC Bitesize video.   * To understand how our knowledge of the past is constructed from a range of sources. | **Black History – Rosa Parks**  Children explore Rosa’s motivation. Why do pupils think she acted as she did?  Children can  offer relevant ideas as to Rosa’s motivation  They can reject suggestions for her motivation that would not have been likely  Some can see that the standard story oversimplifies and that Rosa wasn’t simply a tired lady at the end of the day but an active campaigner | **Black History – Rosa Parks**  Key Question: Why is Rosa Parks an important figure in the history of Civil Rights?   * Children can pick out the most significant change she brought about and summarise that (to use on a plaque) using a limited number of words. |  |
| **RE**  Image result for RELIGIOUS EDUCATION CLIPART\*  How do Jews remember God's covenant with Abraham and Moses? |  | **Why are promises important?**  **What is a covenant?**  Understand what a promise is and how to keep a promise.  Understand that a covenant is a special promise between God and people.  Understand that God made a covenant with Noah. | **Who was Abraham?**  **Why is he an important figure for Jewish People?**  Recognise Abraham as an important figure in Judaism.  Retell stories about Abraham. | **Why is Moses important to Jewish people today and what do they learn from him?**  Understand the meaning and significance of Moses as a key figure in Judaism past and present.  Understand the meaning and significance of Moses as a key figure in Judaism past and present. | **Why is Pesach important to Jewish people**  **What happened at the first Pesach?**  **How do Jews celebrate Pesach today?**  **Why do Jews celebrate Pesach today?**  Explore and discuss the story of the exodus from Egypt  Explore and show understanding of ways in which Jewish people recall the faithfulness of God through celebration of Pesach today | **Why is Shabbat a special time for Jewish people?**  **Why do Jewish people rest on the seventh day?**  Learn about the idea of rest on Shabbat; Shabbat as a day of delight  Understand how Shabbat shows the importance of the creation story in the life of Jewish people  Understand how stories from the Jewish Bible matter to Jewish people. | **Where, how and why do Jewish people worship?**  The synagogue as an important place of worship and community in Judaism  The place of the rabbi in guiding and supporting the Jewish community | **Why do Jewish people treat the Torah scroll with great respect?**  Learn about the Torah and how it is looked after in the synagogue  Suggest reasons why the Torah is a sacred text to most Jewish people  Make a connection between a special book to themselves and what is special to Jewish people  Recognise the difference between what is special and what is holy |
| **SPANISH** |  | Unit 1 - Hola  Greet and be able to say goodbye | Unit 1 – Hola  Greetings recap  Learn to say their own name  (Hola! Me LLamo…) | Unit 1 – Hola  Greetings recap Ask how someone is  (Como estas?) | Unit 1 - Hola  Recap greetings, saying what your name is and asking how someone is.  New learning -  Children to practise responding to the question Como estas? (How are you). | Unit 1 – Hola  Recap learning so far.  New learning - How to say goodbye in Spanish (Adios) | Unit 1 - Hola  Recap all learning so far.  New learning - See you later (Hasta Luego).  Drama - Children to have a conversation using what they have learnt.  Year 3 entrance display - photos and speech bubbles. Children are to be given a greeting to write to go with there photo. |  |
| **MUSIC** | **Florence Price**: A trailblazer for African American female composers.  (BBC Ten Pieces)  **Year 3 Unit 2** (second part (Charanga): What Stories does Music tell us about the Past?’ -an introduction to Gospel music (‘When the Saints go Marching in’) and the music of New Orleans. Enjoying Improvisation.  **Harvest** whole school performance with year 3 showcase | | | | | | |  |
|  | Pulse and rhythm activities:  Learn ‘Apple Tree’ and pass an object around the circle to the pulse.  Circle games (‘Let’s all play my drum’, Rainstorm)  Revise songs we know: Up the Ladder, O Susanna (tapping the pulse). | Pulse and rhythm activities:  Perform ‘Apple Tree’ and pass an object around the circle to the pulse. Learn the solfege hand signs to show the pitch of the notes of the song.  Revise ta/titi and sh, using claves to tap the rhythms.  Partner work: Simple Kodaly songs with easy patterns. | Pulse and rhythm activities:  Ta/Titi/Sh/Ta-2  Rhythm round-up level 2 (Mrs Durrant rhymes with Currant).  Florence Price (BBC Ten Pieces): A trailblazer for African  American female composers. Talk about her background/early life (see Jamboard).  -Listen and reflect on a piece of orchestral music (by Florence Price)- Symphony No 1 in E Minor, mvt 3- Juba Dance.  -Listen with attention to detail and recall sounds with increasing aural memory. | Pulse and rhythm activities:  Ta/Titi/Sh/Ta-2  Improvise these to a 4 beat pattern.  Florence Price:  Talk about the major points of history of enslaved people and how F Price used the influence of African music in her ‘Juba Dance’ piece. Show a video clip of an orchestra playing the piece. Learn about what a Juba dance is. | Pulse and rhythm activities:  Make up rhythm patterns to a 4 beat pulse. Can we put words to them?  Florence Price:  Learn the ‘Hambone’ rhythm pattern which is taught on the BBC Ten Pieces information video. Practise the Hambone and perform it with the Hambone chant (Sing Up).  Talk about the different sections of the orchestra, looking at an orchestral map.  Songs for the season: Creepy Castle | Pulse and rhythm activities:  Bubble Gum – learn the chant and actions.  Florence Price: Practise Hambone and perform.  Listen to ‘Juba Dance’ again and show how each phrase is 16 beats long. In a circle, walk the 16 beats one way along to the music, then change direction. Add extra sections, such as someone free styling in the middle. Add hambone actions to the walk. | Learn ‘A Happy Little Harvest Song’ from the Sparkyard harvest collection. Make up actions with props to go with the song. |  |
| **PE**  Real PE – St. Matthew's Primary School, Luton  **Personal Skills**  *Coordination – footwork*  *Static Balance – One Leg*  **Exceeding**  I can persevere with a task and improve my performance through regular practice.  I cope well and react positively when things become difficult.  **Expected**  I have begun to challenge myself.  I know where I am with my learning.  **Emerging**  I ask for help when appropriate.  I try several times if at first, I don’t succeed.  Time to Shine Cricket sessions- Mondays  Real PE- Wednesdays | Warm up – Hi Baby  PB Challenge – Matching Pairs  PB Challenge – Balloon Balance  Review Method – Time Shares | Warm up – Hi Baby  Skill - Footwork  Skill Application – Footwork Games  Cool Down – One Leg  Review Method – Time Shares | Warm up – Hi Baby  Skill - Footwork  Skill Application – Footwork Follow The Leader  Cool Down – One Leg  Review Method – Time Shares | Warm up – Race Walking  Skill - Footwork  Skill Application – Mirroring and Matching  Cool Down – Mirror Image (one leg)  Review Method – Time Shares | Warm up – Race Walking  Skill - Footwork  Skill Application – Mirror Footwork Challenge  Cool Down – Mirror Challenge (one leg)  Review Method – Time Shares | Warm up – Race Walking  PB Challenge – Matching Pairs  PB Challenge – Balloon Balance  Review Method – Time Shares | Warm up – Race Walking  PB Challenge – Matching Pairs  PB Challenge – Balloon Balance  Review Method – Time Shares |  |
| **PSHE** | Induction |  |  |  | **LESSON ONE**  **Pupils learn to recognise bullying** **and how it can make people feel**  Pupils  are able to define what is meant by ‘bullying’  can identify the difference between falling out with someone and bullying  understand how bullying can make people feel and why this is unacceptable | **LESSON TWO**  **Pupils learn about different types of bullying and how to respond to incidents of bullying**  Pupils  can name different types of bullying (including racism)  can identify the different ways bullying can happen (including online)  can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help | **LESSON THREE**  **Pupils learn about what to do if they witness bullying**  Pupils  can explain how to react if they witness bullying  understand the role of bystanders and the important part they play in reducing bullying  know how and to whom to report incidents of bullying, where to get help and support |  |
| **MINDMATE** | **Feeling good & being me**  **Goals & aspirations**  *I’m good at…. & I am going to try & be better at…by setting myself a simple target* |  |  |  |  |  |  |  |
| **ART/DT**  Image result for art clipart  **INCLUDING ARTISTS**  **WHERE APPROPRIATE**  **-**Quentin Blake | * WK 1   Portraits- self portrait sketches in the style of Quentin Blake-   * recognise when art is from different historical periods – portraits | Portraits-  Sketching faces   * know how to show facial expressions in art.   Beginning our sketch book pages- facial expressions | Portraits  know how to use different grades of pencil to shade and to show different tones and textures | Portraits  to use sketches to produce a final self portrait with a chosen facial expression | Portraits  Completing Self portraits. Evaluating | Sewing Skills  Focused Task 1- running stitch | Sewing skills -  Focused Task 2- blanket stitch |  |