| **SUBJECT** | **WEEK 1**  **6/1/25** | | | **WEEK 2**  **13/1/25** | | | **WEEK 3**  **20/1/25** | | | **WEEK 4**  **27/1/25** | | | | | | **WEEK 5**  **3/2/25** | | | **WEEK 6**  **10/2/25** | | | | | |
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| **READING**  book clip art reading - Clip Art Library  **Reading for Pleasure: Mega Monster by David Walliams**  **The lion, the witch and the wardrobe by C.S Lewis**  **The Tin Forest by Helen Ward** | Tin Forest Comprehension which also acts as an introduction to our new class text | | | David Walliams comprehension –  links to our new class reading for pleasure book by him called Mega Monster | | | Chinese New Year Comprehension as this happens on 29th January so it links to a real life event. | | | Comprehension linked to new text in writing | | | | | | ASSESSMENT  WEEK – OLD SAT STYLE | | | Delve deeper into last weeks paper on question types | | | | | |
| **WRITING**    **INCLUDING GENRE(S)** | **Writing to Entertain**  **Story**  **Character and Setting Descriptions**  Focus on apostrophes, prepositions and description  **THE TIN FOREST**  **WRITING TO ENTERTAIN**   * Poetry * Stories * Descriptions * Character and settings   Apostrophes for possession and contraction  Show place, time and cause by beginning to use: Prepositions  Begin to create settings, characters and plot in narratives | | | **Writing to Entertain**  **Story**  **Character and Setting Descriptions**  Focus on apostrophes, prepositions and description  **THE TIN FOREST**  **WRITING TO ENTERTAIN**   * Poetry * Stories * Descriptions * Character and settings   Apostrophes for possession and contraction  Show place, time and cause by beginning to use: Prepositions  Begin to create settings, characters and plot in narratives | | | **Writing to Entertain**  **Story**  **Character and Setting Descriptions**  Focus on apostrophes, prepositions and description  **THE TIN FOREST**  **WRITING TO ENTERTAIN**   * Poetry * Stories * Descriptions * Character and settings   Apostrophes for possession and contraction  Show place, time and cause by beginning to use: Prepositions  Begin to create settings, characters and plot in narratives | | | **Writing to Entertain**  **Story**  Focus on adjectives, adverbs, prepositions, paragraphs and description  **Class text – The lion, the witch and the wardrobe**   * Stories * Descriptions * Character and settings   Start to organise writing into paragraphs around a theme  Begin to create settings, characters and plot in narratives | | | | | | **Writing to Entertain**  **Story**  Focus on inverted commas, paragraphs and description  **Class text - The lion, the witch and the wardrobe**  Story-write  adverbs  subordinate clauses   * Stories * Descriptions * Character/settings   Inverted commas in direct speech  Start to organise writing into paragraphs around a theme  Begin to create settings, characters and plot in narratives | | | **Writing to Entertain**  **Story**  Focus on inverted commas, paragraphs and description  Story-write  adverbs  subordinate clauses  **Class text – The lion, the witch and the wardrobe**   * Stories * Descriptions * Character/settings   Inverted commas in direct speech  Start to organise writing into paragraphs around a theme  Begin to create settings, characters and plot in narratives | | | | | |
| **SPELLING**  spelling clipart - Clip Art Library | Words with short /i/ sound spelt with a y | | | Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable, do not double the final consonant) | | | Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable, double the final consonant) | | | Creating negative meanings using the prefix - mis | | | | | | Creating negative meanings using the prefix - dis | | | Words with a /k/ sound spelt ch | | | | | |
| **GRAMMAR AND PUNCTUATION**  Image result for grammar and punctuation clip art | Inverted commas and knowing where they go in a sentence | | | Identifying singular and plural words | | | Using verbs and adjectives correctly | | | Prefixes and Suffixes added to words | | | | | | Contractions and using apostrophes to shorten words | | | Using commas for lists and to break up longer sentences. | | | | | |
| **MATHS**  Fernvale Primary School Policy - Math Signs Clipart - Full Size Clipart  (#1218141) - PinClipart | **MULTIPLICATON AND DIVISION**  Multiply by 3  Divide by 3  The 3x table  Multiply by 4  Divide by 4  The 4x table | | | **MULTIPLICATON AND DIVISION**  Multiply by 8  Divide by 8  The 8x table  Problem Solving – Multiplication and Division x2 lessons  Understand divisibility | | | Start Textbook B Unit 6  **MULTIPLICATON AND DIVISION**  Multiples of 10  Related Calculations  Reasoning about multiplication  Multiply 2 digits by 1 digit- no exchange  Multiply 2 digits by 1 digit – exchange | | | **MULTIPLICATON AND DIVISION**  Expanded written methods  Link multiplication and division  Divide 2 digit by 1 digit (no exchange)  Divide 2 digit by 1 digit – flexible partitioning  Divide 2 digit by 1 digit with remainders | | | | | | **MULTIPLICATON AND DIVISION**  How many ways?  Problem Solving – mixed problems x2 lessons  **LENGTH AND PERIMETER**  Measure in m and cm  Measure in cm and mm | | | **LENGTH AND PERIMETER**  m,cm and mm  Equivalent lengths m and cm  Equivalent lengths mm and cm  Compare lengths  Add lengths  27 lessons left of Book 2 to cover in Spr2 | | | | | |
| **LEARN BY HEARTS** | Duration of time | | | Duration of time | | | 4x Table | | | 4x Table | | | | | | Divide by 4 | | | Divide by 4 | | | | | |
| **SCIENCE – Physics – Light and Shadows** | Introduce forces –  What is a force?  What do we already know about forces and magnetism? | | | **FORCES AND MAGNETS**   1. compare how things move on different surfaces   Whole class investigation on how a toy car moves across different surfaces – planning sheet | | | **FORCES AND MAGNETS**   1. notice that some forces need contact between two objects, but magnetic forces can act at a distance 2. observe how magnets attract or repel each other and attract some materials and not others   To understand what a force is, including friction.  To notice that some forces need contact between two objects, but magnetic forces can act at a distance | | | **FORCES AND MAGNETS**   1. describe magnets as having two poles   predict whether two magnets will attract or repel each other, depending on which poles are facing.  Exploring Magnets  To notice that some forces need contact between two objects, but magnetic forces can act at a distance  To observe how magnets attract or repel each other and attract some materials and not others | | | | | | **FORCES AND MAGNETS**   1. 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   To understand that that not all metals are magnetic. | | | Asses and Review Week | | | | | |
| **COMPUTING** | **Typing**  Home, Top and Bottom Row Keys   * To introduce typing terminology. * To understand the correct way to sit at the keyboard. * To learn how to use the home, top and bottom row keys | | | **Typing**  Left Keys   * To practice the keys typed with the left hand.   Right Keys   * To practice the keys typed with the right hand. | | | **Graphing Unit 3.8**  **Introducing 2graph**  Children can set up a graph with a given  number of fields.  • Children can enter data for a graph.  • Children can produce and share graphs  made on the computer.  • Extension: Children can select most  appropriate style of graph for their data  and explain their reasoning  .Children can answer questions about the **data** in a **graph**  They can collect data about their class using a **tally chart.**  After class discussion and modelling, they can design and set up a graph to show their data. | | | **Graphing Unit 3.8**  **Using 2graph to solve an investigation**  **•** Children have solved a maths investigation.  • Children can present the results in a range  of graphical formats.  • Children can use the sorting option to make  analysis of their data easier.  • Extension: Children can select most  appropriate style of graph for their data  and explain their reasoning.  The children can work (in pairs and groups) to design an investigation, collect the information and design and create a graph to show their findings.  Use the data to create a range of graphs and discuss the advantages and disadvantages of given approaches. | | | | | | **Graphing Unit 3.8**  Given another (larger) set of data, children to **sort** it and comment on how it makes it easier to analyse their data.  Children to present their data in a range of formats and use their graphs to answer questions. | | | **Consolidation of learning this half term** | | | | | |
| **HISTORY/**  **GEOGRAPHY**  Image result for history clipartImage result for geography clipart | **Where on Earth are we?**  **Locate the world’s countries using maps**  **What is the world like?**  **I know that the world**  **is a sphere.**  **I understand differences**  **between globes and**  **maps.**  **I can locate the Equator,**  **and know names of**  **continents and oceans.** | | | **Where on Earth are we?**  **Locate the world’s countries using maps**  **How can we describe where places are on the Earth’s surface?**  **I can turn my own ‘globe’**  **into my own ‘map’ of the**  **world.**  **I know and understand**  **my address and**  **appreciate that each line**  **‘zooms out’ to a new**  **scale.**  **I can explain this as**  **‘nesting’, using the**  **Russian doll analogy.** | | | **Where on Earth are we?**  **Locate the world’s countries using maps**  **What do the lines on maps and globes mean?**  **I can locate and name the**  **key circles or lines of**  **latitude on both world**  **map and globe.**  **I can identify features of**  **the zones marked by the**  **main lines of latitude.** | | | **Where on Earth are we?**  **Locate the world’s countries using maps**  **Why do we have night and day?**  **I can understand how day**  **and night are caused as the**  **Earth rotates on its axis.**  **I can locate lines of**  **longitude.**  **I can locate and name the**  **Greenwich/Prime Meridian**  **and the ±180°E-W line.** | | | | | | **Where on Earth are we?**  **Locate the world’s countries using maps**  **What time is it where you are?**  **I can locate the**  **International Date Line on**  **a globe.**  **I know why it is located in**  **the Pacific Ocean.**  **I have good ideas for a**  **locational game.** | | | **Where on Earth are we?**  **Locate the world’s countries using maps**  **The location Game**  **I can invent a game using**  **my learning across the**  **course of the unit.**  **I am able to say how**  **points on the Earth’s**  **surface are described.** | | | | | |
| **RE**  Image result for RELIGIOUS EDUCATION CLIPART  **What do Christians believe about a good life?**    **The reli*gion studied in this unit:***  *Christianity* | Understand why the Bible is such an important book for Christians  Develop an awareness that Jesus is a particularly special person for Christians and that he told stories to spread the word of God.  Think of some questions to ask a Christian | | | Develop an awareness of Christian rules and what Christianity has to say about ‘right’ and ‘wrong’, values and commitment. | | | Learn that Jesus taught his message by using parables.  Revisit the idea that Jesus taught to love God and love your neighbour.  Reflect on what we can learn from a parable of Jesus. | | | Explore Jesus’ teaching through using parables.  Learn that:  Jesus taught an obligation to care for and help others. People will be judged according to how they are for others.  Reflect on what we can learn from a parable of Jesus. | | | | | | Consider the meaning of friendship and of being a true friend.  Think about situations when we have to change or do something really difficult to be a better person. | | | Appreciate that Jesus demonstrated love to, and sympathy with, the sick.  Understand the Christians believe that Jesus cared for and healed people.  Consider the qualities of kindness and caring. | | | | | |
| **SPANISH** | * **Unit 3 Los Fonicos**   J  ch  n  ll  rr | | | * **Unit 3 Los Fonicos**   Ca  Ce  Ci  Co  Cu | | | * **Unit 3 Los Fonicos**   Ga  Ge  Gi  Go  Gu | | | * **Unit 3 Los Fonicos**   B  V  Cc  Qu  Z | | | | | | Recap phonic sounds looked at this half term | | | Recap phonic sounds looked at this half term | | | | | |
| **MUSIC** | Rhythm practice: Ta/titi/sh/ta-2  Listen to ‘Home is where the Heart is’ (Charanga MMc Y3 Unit 1). What sty;e of music is it? Is there a chorus and where is it?  Show a clip of Dolly Parton on YouTube, singing ‘Silver and Gold’ and give some background about her life (see Jamboard). Can you hear the pedal steel guitar?  <https://www.youtube.com/watch?v=FYro45kIRlw>  Start to learn to sing along to verse 1 and the chorus.  Talk about Country music/where it comes from. Show a clip which demonstrates the pedal steel guitar, which is a distinctive instrument in country music:  <https://www.youtube.com/watch?v=5YdHqxTcBfI> | | | | Rhythm practice: Ta/titi/sh/ta-2/ ta-2-3/ta-2-3-4  -Watch ‘Butterflies’ -Katy Musgrave live in Tokyo (don’t show the music video)<https://www.youtube.com/watch?v=tbFQmZBQBWQ>  - another example of an American country singer.  Learn to play the chime bar accompaniments to ‘Home is Where the Heart is’ (notes on the Jamboard). The accompaniments are graded from easy to difficult and will take a couple of weeks to master. | | | | -Rhythm practice: Ta/titi/sh/ta-2/ ta-2-3/ta-2-3-4  -Watch Hank Williams on YouTube singing ‘Hey, Good Lookin’  <https://www.youtube.com/watch?v=bjCoKslQOEs>  Practise and perform the chime bar accompaniments. Now put together the song with the playing section. | | | | Watch the late Charley Pride, singing ‘Is anybody goin to San Antone?’<https://www.youtube.com/watch?v=ohWe9v3KsQQ>  Home is Where the Heart is, Part 2: In pairs, have a go at the improvisation section, where you improvise to a backing track, using the notes CDEFG  -Watch the 2 -minute video with visuals about Chinese/Lunar New Year:  <https://www.youtube.com/watch?v=Mm9LJC_5g2o>  Learn the song ‘Chinese New Year’ (Mrs Durrant rhymes with currant website) and sing along. Talk about the pentatonic scale and show it on the chime bars.  <https://www.youtube.com/watch?v=Ii4jS5jrS2A>  -Chn Make up their own pentatonic tune, using CDEGA notes – see ‘Dragon Scales’ from Music Express, Bk 3 | | | | Rhythm practice: Ta/titi/sh/ta-2  Listen to ‘Home is where the Heart is’ (Charanga MMc Y3 Unit 1). What sty;e of music is it? Is there a chorus and where is it?  Show a clip of Dolly Parton on YouTube, singing ‘Silver and Gold’ and give some background about her life (see Jamboard). Can you hear the pedal steel guitar?  <https://www.youtube.com/watch?v=FYro45kIRlw>  Start to learn to sing along to verse 1 and the chorus.  Talk about Country music/where it comes from. Show a clip which demonstrates the pedal steel guitar, which is a distinctive instrument in country music:  <https://www.youtube.com/watch?v=5YdHqxTcBfI> | | | |  | | | |
| **PE**  Real PE – St. Matthew's Primary School, Luton  Core real PE Unit 3 Dynamic Balance – On a Line  Static Balance: Co-ordination – Ball Skills  Cognitive Cog  **Cognitive Skills**  **Exceeding**   * I can identify specific parts of performance to work on. * I can understand ways (criteria) to judge performance.   **Expected**   * I have begun to identify areas for improvement. * I can explain what I am doing well.   **Emerging**   * With help, I can recognise similarities and differences in performance. * I can begin to order instructions, movements and skills. |  | | | Warm Up – Ball Control  PB Challenge – 3 limb race  Skill – On a line  Review Method – Question Carousel | | | Warm Up – Ball Control  Skill – On a line  Skill Application – Raise the level  Review Method – Question Carousel | | | Warm Up – Ball Control  Skill – On a line  PB Challenge – 3 limb race  Review Method – Question Carousel | | | | | | Warm Up – To bank or not to bank  PB Challenge – Getting around us  Skill – Ball skills  Review Method – Question Carousel | | | Warm Up – To bank or not to bank  Skill – Ball skills  Skill Application – All routes  Review Method – Question Carousel | | | | | |
| **PSHE**  **Mental Health**  **Swimming on Tuesdays at Bramley Baths** |  | | | **LESSON ONE**  **Pupils learn about celebrating achievements and setting personal goals**  Pupils   * + explain how it feels to be challenged, try something new or difficult   + can plan the steps required to help achieve a goal or challenge   are able to celebrate their own and others’ skills, strengths and attributes | | | **LESSON TWO**  **Pupils learn about dealing with put-downs**  Pupils   * explain what is meant by a put-up or put-down and how this can affect people * can demonstrate a range of strategies for dealing with put-downs * recognise what is special about themselves | | |  | | | | | | **LESSON THREE**  **Pupils learn about positive ways to deal with set-backs**  Pupils   * + can describe how it feels when there are set-backs   + know some positive ways to manage set-backs and how to ask for help or support   + recognise that everyone has set-backs at times, and that these cannot always be controlled | | |  | | | | | |
| **MINDMATE**    **Life Changes** | **MINDMATE LESSON**  **Lesson**: **Life in KS2 New faces/ new routines**  I *am learning to handle change*  It focuses on exploring various changes which the children may have had direct experience of. Children explore ways in which change may be challenging for different people in different ways and also discuss strategies for coping with change. An important aspect of this lesson is the focus on resilience when coping with change and supporting the children to begin to understand the overall impact this has on emotional wellbeing. | | |  | | |  | | |  | | | | | |  | | |  | | | | | |
| **ART**    **INCLUDING ARTISTS**  **WHERE APPROPRIATE** | **Study of great artists MC ESCHER**  **– an introduction**  Introduction to the artist MC Escher  -use Escher puzzle together  - share impressions  - look at a range of work by Escher and look at his techniques and themes   * know how to identify the techniques used by different artists | | | **Study of great artists MC ESCHER**  **Metamorphosis and MC ESCHER**  Making tessellations in the style of MC Escher  -begin with given tiles, moving onto creating your own tiles. | | | **Study of great artists MC ESCHER and his work through the years**   * recognise when art is from different historical periods * know how to compare the work of different artists | | | | | | **Study of great artists MC ESCHER –**  Create a sketch book double page spread focusing on the works and life of Escher- facts and themes  Look at Escher’s use of colour and value. | | | | | | Create a final finished piece in the style of MC Escher using all of the knowledge gained this half term | | |
| **DT** |  | | | | | | | | | | | | | | | | | | | | |  |  |  |  |