



Fantasy and Real Worlds

Subject	Week 1 19 th February 2024	Week 2 26 th February 2024	Week 3 4 th March 2024	Week 4 11 th March 2024 Science Week	Week 5 18 th February 2024	Week 6	Week 7	Week 8
English	<p><u>Narrative Writing</u> <u>Jack and the Beanstalk</u> <u>Hook:</u> Planting a bean and watching them grow.</p> <p><u>Familiarisation:</u> Read model text Discussing new vocabulary Home and Magical Worlds - the Giant's castle description Sequencing the story and drawing story map.</p>	<p><u>Narrative Writing</u> <u>Jack and the Beanstalk</u> <u>Familiarisation:</u> Writing opportunity - Describing Jack.</p> <p><u>Teaching and Rehearsing:</u> Add the prefix -un and know how it changes the meaning of words. Combine words to make sentences. Use exclamation marks. Reading and spelling Common Exception Words.</p>	<p><u>Narrative Writing</u> <u>Jack and the Beanstalk</u> <u>Application:</u> Generating ideas on own versions of Jack and the Beanstalk. Orally telling stories. Writing a fairy tale. Editing Writing.</p>	<p><u>Report Writing</u> <u>The Seaside, Then and Now</u> <u>Hook:</u> Look at pictures of a Victorian beach scene. What is the same and what is different?</p> <p><u>Familiarisation:</u> Read model text Discussing new vocabulary Features of a report Writing opportunity - comparing swimming costumes.</p>	<p><u>Report Writing</u> <u>The Seaside, Then and Now</u> <u>Teaching and Rehearsing:</u> Adding the suffix -er -ed -ing Joining words using and</p> <p><u>Application:</u> Planning by comparing then and now Writing the report.</p>			
Guided Reading	Little Wandle Scheme							
Grammar		<p>Adding the prefix un- to words. Combining words to make sentences. Use of exclamation marks. Common exception words - once, a, was, he, she, his, no, there, our, to, said, full, my, be.</p>			<p>Adding the suffixes to words where no change is needed to the root word -er, -ed, -ing. Joining words and clauses using and. Punctuation sentences with capital letters and full stops. Common exception words - today, was, there, of, the, is, go, by, are, a, you, to, has, they, be, your.</p>			
Spelling	<p>or, u, are, oor word, awful, share, floor, world, playful, square, door.</p>	<p>tch, ture, al, a catch, picture, calf, father, itchy, nature, half, nasty</p>	<p>a, u, a, ear always, difficult, swap, bear, small, animal, watch, tear</p>	<p>ear, wr, sc, st, our, or learn, write, scent, colour, early, wrong, listen, actor</p>	<p>ch, za, a school, freeze, ball, gigantic, echo, squeeze, salt, difficult</p>			
Maths	<p><u>Place Value to 50:</u> Reading and Writing numbers to 50. Counting in 10s. Recognising and grouping in 10s. Representing numbers to 50 using tens and ones. Representing numbers to 50.</p>	<p><u>Place Value to 50:</u> Partitioning numbers to 50 using tens and ones. Build a number to 50. Use number lines to represent numbers to 50 and estimate on a number line. Finding one more and one less to 50.</p>	<p><u>Length and Height:</u> Comparing lengths and heights. Measuring lengths using non-standard measurements.</p>	<p><u>Length and Height:</u> Measure lengths using non-standard measurements. Measure and draw using a ruler in cm's.</p>	<p><u>Mass and Volume:</u> Measure mass Comparing mass Balancing operations using mass.</p>			

<p>Science</p> <p>Animals Including Humans</p> <p>Big Q - What if everything tasted the same?</p> <p>Enquiry: Comparative/Fair Testing</p>	<p>Discover the basic parts of the human body.</p>	<p>Learn about your eyes and sight.</p>	<p>Learn about your ears and hearing.</p>	<p>Explore the tongue and taste.</p>	<p>Explore your sense of touch.</p> <p>Discover how your nose smells.</p>			
<p>History</p>								
<p>Geography</p> <p>Why do people go on holiday to Cornwall?</p> <p>Fieldwork Question: Why do people go to the coast</p>	<p>Establish what a country is and that there are four countries that make up the UK and their capitals.</p> <p>Look at Burton on a map of the UK and then Cornwall. Discuss where Cornwall is placed in the UK. Are we in the same country in the UK?</p>	<p>Explore Cornwall through Google Earth, Maps, atlases and pictures. What features does Cornwall have? (beach, sea, cliffs, coastline, shops, boats, water sports)</p>	<p>Sort the features into Human and Physical features. How are they different?</p>	<p>What features does Cornwall have that we have too? What features are different from us?</p>	<p>Field Work: Why do people go on holiday here? What makes it a good place to go on holiday?</p>			
<p>RE</p> <p>Families 1.5b</p>	<p>Can I say who I can turn to?</p>	<p>Can I explore ways in which Christians are like a family?</p>		<p>Can I say what Christians can learn from God?</p>	<p>Can I say how we care for each other in my family?</p>			
<p>Jigsaw</p> <p>Healthy Me</p>	<p>Being Healthy</p>	<p>Making Healthy Choices</p>	<p>Being Clean and Healthy</p>	<p>Medicine Safety</p>	<p>Road Safety</p> <p>Happy, Healthy Me!</p>			
<p>Art</p>	<p>Planning Big Build</p>	<p>Big Build - End Piece</p> <p>Artwork inspired by Andy</p>						
<p>Design and Technology</p>			<p>Cooking</p>	<p>Cooking</p>	<p>Cooking</p>			
<p>Computing</p> <p>Using Microsoft Word</p>	<p>Logging on and off and how to keep information safe.</p>	<p>Opening word. Touch typing practise.</p>	<p>Typing a sentence into word and saving files.</p>	<p>Adding pictures into word.</p>	<p>Exploring changing size, font, colour of a text.</p>			
<p>Digital Literacy</p> <p>Privacy and Security</p>	<p>I can explain that passwords are used to protect information, accounts and devices.</p>	<p>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p>		<p>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>				
<p>P.E</p> <p>Gymnastics</p>	<p>To develop technique and control when performing shape jumps.</p>	<p>To develop technique and control when performing shape jumps.</p>	<p>To develop technique in the barrel, straight and forward roll.</p>	<p>To develop rolls and use them in a sequence.</p>	<p>To link gymnastic actions to create a sequence.</p>			
<p>P.E</p> <p>Invasion</p>	<p>To understand the role of defenders and attackers.</p>	<p>To recognise who to pass to and why.</p>	<p>To move towards goal with the ball.</p>	<p>To support a teammate when playing in attack.</p>	<p>To move into space showing an awareness of defenders.</p>			
<p>Music</p> <p>Unit 4 - Learning to Listen</p>	<p>Days of the week</p>	<p>Name song</p>	<p>Cuckoo</p>	<p>Upside down</p>	<p>Hush Little Baby</p>			