## Reading for Pleasure Class Novel:

Flat Stanley series by Jeff Brown



Theme: The Poles

<u>Driver:</u> Geography

The Big Question: Could a polar bear survive in the desert?

	WC 4.9.23	WC 11.9.23	WC 18.9.23	WC 25.9.23	WC 2.10.23	WC 9.10.23	WC 16.10.23
	<u>Unit: Cold Write</u>	Unit: Character description	Unit: Character description	Unit: Recount (Trip to	Unit: Recount (Trip to	<u>Unit:</u> Fact File	<u>Unit:</u> Fact File
				Yorkshire Wildlife Park)	Yorkshire Wildlife Park)		
		Supporting Text: Lost and	Supporting Text: Lost and			Supporting Text: The Ice Bear	Supporting Text: The Ice Bear
		Found by Oliver Jeffers  Lost and Found Oliver Jeffers	Found by Oliver Jeffers  Lost and Found Oliver Jeffers	Supporting Text: The Ice Bear  CE BEAR  NC Link: learning how to use	Supporting Text: The Ice Bear  ICE BEAR  NC Link: learning how to use	NC Link: learning how to use	NC Link: learning how to use
		NC Link: learning how to use	NC Link: learning how to use	both familiar and new	both familiar and new	both familiar and new	both familiar and new
		both familiar and new	both familiar and new	punctuation correctly	punctuation correctly	punctuation correctly (see	punctuation correctly (see
		punctuation correctly (see	punctuation correctly (see	develop positive attitudes	develop positive attitudes	English Appendix 2), including	English Appendix 2), including
		English Appendix 2), including	English Appendix 2), including	towards and stamina for	towards and stamina for	full stops, capital letters,	full stops, capital letters,
		full stops, capital letters, exclamation marks, question	full stops, capital letters, exclamation marks, question	writing by: writing about real	writing by: writing about real	exclamation marks, question marks, commas for lists and	exclamation marks, question marks, commas for lists and
		marks, commas for lists and	marks, commas for lists and	events	events	apostrophes for contracted	apostrophes for contracted
		apostrophes for contracted	apostrophes for contracted	develop positive attitudes	develop positive attitudes	forms and the possessive	forms and the possessive
		forms and the possessive	forms and the possessive	towards and stamina for	towards and stamina for	(singular)	(singular)
		(singular)	(singular)	writing by: writing for different	writing by: writing for different	expanded noun phrases to	expanded noun phrases to
		expanded noun phrases to	expanded noun phrases to	purposes consider what they are going	purposes consider what they are going	describe and specify [for	describe and specify [for
ish		describe and specify [for	describe and specify [for	to write before beginning by	to write before beginning by	example, the blue butterfly]	example, the blue butterfly]
English		example, the blue butterfly]	example, the blue butterfly]	planning what they are going	planning what they are going	subordination (using when, if,	subordination (using when, if,
Ш		subordination (using when, if,	subordination (using when, if,	to write about	to write about	that, or because) and co-	that, or because) and co-
		that, or because) and co- ordination (using or, and, or	that, or because) and co- ordination (using or, and, or	re-reading to check that their	re-reading to check that their	ordination (using or, and, or but)	ordination (using or, and, or but)
		but)	but)	writing makes sense	writing makes sense	develop positive attitudes	develop positive attitudes
		develop positive attitudes	develop positive attitudes	read aloud what they have	read aloud what they have	towards and stamina for	towards and stamina for
		towards and stamina for	towards and stamina for	written with appropriate	written with appropriate	writing by: writing for different	writing by: writing for different
		writing by: writing for different	writing by: writing for different	intonation to make the meaning clear	intonation to make the meaning clear	purposes	purposes
		purposes	purposes	expanded noun phrases to	expanded noun phrases to	re-reading to check that their	re-reading to check that their
		re-reading to check that their	re-reading to check that their	describe and specify [for	describe and specify [for	writing makes sense	writing makes sense
		writing makes sense	writing makes sense	example, the blue butterfly]	example, the blue butterfly]	consider what they are going	consider what they are going
				the present and past tenses	the present and past tenses	to write before beginning by planning what they are going	to write before beginning by planning what they are going
			<b>*</b>	correctly and consistently	correctly and consistently	to write about	to write about
		Resilience	Resilience	including the progressive form	including the progressive form		
				Construction Colored		Cross curricular: Science-	Cross curricular: Science-
				Cross curricular: Science-	Cross curricular: Science-	Living things and their	Living things and their
				Living things and their habitats	Living things and their	habitats	habitats
				Havitats	habitats		
				Liberty			
					Liberty	Responsibility	Responsibility
					***************************************		

Enrichment		·		iins/zm3ygwx			
SPAG Focus	Subject, predicate, stop, conjunctions	Subject, predicate, stop, conjunctions	Subject, predicate, stop, conjunctions	Subject, predicate, stop, conjunctions, fronted adverbials, linking adverbs, adverbial clauses	Subject, predicate, stop, conjunctions, fronted adverbials, linking adverbs, adverbial clauses	Subject, predicate, stop, conjunctions, fronted adverbials, linking adverbs, adverbial clauses	Subject, predicate, stop, conjunctions, fronted adverbials, linking adverbs, adverbial clauses
Guided Reading	Little Wandle Scheme	Little Wandle Scheme					
	Unit: White Rose Maths Place value	Unit: White Rose Maths Addition and subtraction	Unit: White Rose Maths Addition and subtraction				
Maths	NC Link: count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward recognise the place value of each digit in a two-digit number (10s, 1s) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems	NC Link: count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward recognise the place value of each digit in a two-digit number (10s, 1s) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems	NC Link: count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward recognise the place value of each digit in a two-digit number (10s, 1s) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems	NC Link: count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward recognise the place value of each digit in a two-digit number (10s, 1s) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems	NC Link: count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward recognise the place value of each digit in a two-digit number (10s, 1s) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems	NC Link: solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	NC Link: solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluent and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot recognise and use the inverse relationship between additio and subtraction and use this check calculations and solve missing number problems

	Unit: Living things and their habitat	Unit: Living things and their habitat	Unit: Living things and their habitat	Unit: Living things and their habitat	Unit: Living things and their habitat	Unit: Living things and their habitat
	Lesson: Can I identify things that are living, things that are dead and things that have	<u>Lesson:</u> Why do living things need to live in suitable habitats?	Lesson: What plants and animals live in seaside habitats?	Lesson: Which animals live in an unfamiliar habitat?	Lesson: What is a micro-habitat?	Lesson: What food chains exist in a habitat?
ce	never been alive?  NC Link: explore and compare the differences between things that are living, dead, and	NC Link: : identify that most living things live in habitats to which they are suited and describe how different	NC Link: identify and name a variety of plants and animals in their habitats, including microhabitats.	NC Link: identify and name a variety of plants and animals in their habitats, including microhabitats.	NC Link: identify and name a variety of plants and animals in their habitats, including microhabitats.	NC Link: describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name
Science	things that have never been alive.	habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	Cross curricular: Geography- physical geography	Cross curricular: Geography-physical geography	Cross curricular: Geography-physical geography	different sources of food.
	Respect	Cross curricular: Geography- physical geography	Respect	Respect	Respect	
		Respect				
	Teach Computing: Computing Systems and Networks- IT	Teach Computing: Computing Systems and Networks- IT	Teach Computing: Computing Systems and Networks- IT	Teach Computing: Computing Systems and Networks-IT	Teach Computing: Computing Systems and Networks- IT	Teach Computing: Computing
	Around Us	Around Us	Around Us	Around Us	Around Us	Systems and Networks- IT Around Us
	<u>Lesson: What is IT?</u>	Lesson: IT in school	Lesson: IT in the world	Lesson: The benefits of IT	<u>Lesson: Using IT safely</u>	Lesson: Using IT in different ways
	NC Link: recognise common	NC Link: use technology purposefully to create,	NC Link: recognise common uses of information technology	NC Link: use technology	NC Link: use technology safely	NC Link: use technology
	uses of information technology beyond school.	organise, store, manipulate	beyond school.	purposefully to create, organise, store, manipulate	and respectfully, keeping personal information private;	purposefully to create,
uting		and retrieve digital content.		and retrieve digital content.	identify where to go for help	organise, store, manipulate and retrieve digital content.
Computin		Respect	Benocracy		and support when they have concerns about content or	and retrieve digital content.
S	Responsibility	Respect		The second secon	contact on the internet or	Resilience
					other online technologies.	
					Cross curricular: PSHE Staying safe	
					Rule of Law	

	Unit: COLOUR Inuit Art	Unit: COLOUR Inuit Art	Unit: COLOUR Inuit Art		
Art & Design	Lesson: Theory How did Van Gogh use colour in his art?  NC Link: to use a range of materials creatively to design and make products. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Lesson: Practise Can I use colour in my art?  NC Link: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Lesson: Apply Can I apply colour to a final piece?  NC Link: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		
Design & Technology				Unit: Mechanisms  Lesson: Research How do different vehicles move? Lesson: Design What will my vehicle need to look like to travel across the Arctic?  NC Link: design purposeful, functional, appealing products for themselves and other users based on design criteria  Cross curricular: Science- Materials	Unit: Mechanisms  Lesson: Design What materials will I need to make my vehicle? Lesson: Make Can I make a moving axis?  NC Link: generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Cross curricular: Science-Materials

Lesson: Place knowledge  What is a continent and where is the Arctic circle?  NC Link: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  Lesson: Human and physical geography  What are the physical features of the Arctic?  NC Link: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the stage  Lesson: Human and physical geography  What are the physical features of the Arctic?  NC Link: use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and	
is the Arctic circle?  NC Link: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  is the Arctic circle?  NC Link: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  How is the weather in the Arctic different to the UK?  NC Link: use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,	
Arctic different to the UK?  NC Link: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  Arctic different to the UK?  NC Link: identify seasonal and daily weather patterns in the United Kingdom and the United Kingdom and the Iocation of hot and cold areas of the world in relation to the Equator and the North and ocean, river, soil, valley,	
atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage    NC Link: identify seasonal and daily weather patterns in the United Kingdom and United K	
oceans studied at this key stage    Countries, continents and   Countries, continents	
oceans studied at this key stage Countries, continents and oceans the world in relation to the stage at the world in relation to the world in relation to the stage at the world in relation to the world in relation to the w	
oceans studied at this key stage countries, continents and oceans the world in relation to the stage forest, cliff, coast, and cold areas including: beach, cliff, coast, of the world in relation to the stage forest, hill, mountain, sea, ocean, river, soil, valley,	
stage Equator and the North and ocean, river, soil, valley,	
South Poles   Vegetation, Season and	
Cross curricular: History weather	
The second state of the se	
Unit: Inuit Unit: Inuit Unit: Inuit	· Inuit
Sint: mait	. maic
Lesson: Chronology Lesson: Cause and significant Lesson: Cause and significant	on: Childhood
events	
	at is life like for an Inuit
How has the Inuit way of life child?	1?
NC Link: the lives of significant changed?	
individuals in the past who	ink: the lives of significant
have contributed to national NC Link: the lives of significant individual individual	viduals in the past who
	e contributed to national
	international
	evements.
Cross curricular: Geography- place knowledge	
place knowledge	<u>₩</u>
Democracy Democracy	Mence
Democracy  Reflect	
Respect	
Respect To the second s	
Charanga Unit: Pulse, Rhythm	ranga Unit: Pulse, Rhythm
and Pitch	
Music is in my soul Music is in my soul Hey friends Hey friends Hello Assessm	essment Checkpoint
Respect Respect Respect	Respect
Respect Respec	Respect

	Unit: Invasion Games	Unit: Invasion Games	Unit: Invasion Games	Unit: Multi skills	Unit: Multi skills	Unit: Multi skills
	(Football)	(Football)	(Football)			
				NC Link: master basic	NC Link: master basic	NC Link: master basic
	NC Link: participate in team	NC Link: participate in team	NC Link: participate in team	movements including running,	movements including running,	movements including running,
	games, developing simple	games, developing simple	games, developing simple	jumping, throwing and	jumping, throwing and	jumping, throwing and
	tactics for attacking and	tactics for attacking and	tactics for attacking and	catching, as well as developing	catching, as well as developing	catching, as well as developing
	defending	defending	defending	balance, agility and co-	balance, agility and co-	balance, agility and co-
	detending	defending	defending			_ ,
				ordination, and begin to apply	ordination, and begin to apply	ordination, and begin to apply
PE				these in a range of activities	these in a range of activities	these in a range of activities
	Resilience Respect	Resilience	Resilience			
				Cross curricular: Maths-	Cross curricular: Maths-	Cross curricular: Maths-
	Respect	Respect	Respect	Counting	Counting	Counting
	Respect	Respect	Respect			
				TO THE REAL PROPERTY OF THE PARTY OF THE PAR	TO TO THE REAL PROPERTY OF THE PARTY OF THE	TO TO THE REAL PROPERTY OF THE PARTY OF THE
				Respect Respect	Respect	Respect
				Respect	Respect	Respect
	Unit: Nature and God	Unit: Nature and God	Unit: Nature and God	Unit: Nature and God	Unit: Nature and God	Unit: Nature and God
	OHE. HOST CONG COG	Office and doc	OTHE TOTAL C GITG GOG	OTHE TOTAL COLOR	OBB. Holdre did dod	Oliff. Hasare and dou
	Lesson: Can I recall the Christian	Lesson: Can I explain why the Creation	Lesson: Can I explain why harvest can	Lesson: Can I explain why Sukkot can be	Lesson: Can I explain the message in the	
	creation story?	Story is important to some Christians?	be important to some Christians?	important to some Jews?	story 'Prince Siddhartha and the Swan'?	story 'The Boy Who Threw Stones at
						Trees'?
RE	Tolerance	TA N	Tolerance			
	Tolerance	Respect	Tolerance	Respect		A Second
	Responsibility	Respect	Beilines	Respect	Respect	
		Tolerance			Respect	Responsibility
		Tolerance		Tolerance		
					Tolerance	Respect Tolerance
	liggour Units Boing Mo in My	liggour Units Poing Mo in My	ligray Units Paing Ma in My	liggou Unit: Poing Mo in My		liggay Units Paing Main My
	Jigsaw Unit: Being Me in My	Jigsaw Unit: Being Me in My	Jigsaw Unit: Being Me in My	Jigsaw Unit: Being Me in My	Jigsaw Unit: Being Me in My	Jigsaw Unit: Being Me in My
	World	World	World	World	World	World
	<u>Lesson: Hopes and fears for</u>	<u>Lesson: Rights and</u>	<u>Lesson: Rewards and</u>	Lesson: Rewards and	<u>Lesson: Our learning charter</u>	Lesson: Owning our learning
	the year	<u>responsibilities</u>	consequences	<u>consequences</u>		<u>charter</u>
					I understand how	
	I can identify some of my	I understand the rights	I understand the rights and	I can listen to other	following the Learning	I can recognise the choices I
ш	hopes and fears for this year	and responsibilities for	responsibilities for being a	people and contribute	Charter will help me	make and understand the
PSHE		being a member of my	member of my class	my own ideas about	and others learn	consequences
-		class and school	member of my class	rewards and		
	Cross curricular: English			consequences	Cross curricular:	
				Consequences	English	Liberty
		Democracy	Respect			Responsibility
		Responsibility	Respect			
	Resilence		Road of Lave	Respect		
	Resilience	Tolerance			Tolerance	
				Rule of Law	Responsibility	