## Theme: Victorians <u>Driver:</u> History

The Big Question: Have children always played games?

## Reading for Pleasure Class Novel: Books by Anthony Browne



WC 3.6.23	WC 10.6.23	WC 17.6.23	WC 24.6.23	WC 1.7.23	WC 8.7.23	WC 15.7.23	WC 22.7
Unit: Recount	Unit: Recount	Unit: Report	Unit: Report	<u>Unit: Letter</u>	<u>Unit: Letter</u>	<u>Unit: Letter</u>	
	NC Link: writing narratives about personal experiences and those of others (real and fictional) learning how to use both familiar and new punctuation correctly planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form	Unit: Report  Supporting Text: The Owl Who was Afraid of the Dark  NC Link: writing narratives about personal experiences and those of others (real and fictional) learning how to use both familiar and new punctuation correctly planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but) writing for different	Unit: Report  Supporting Text: The Owl Who was Afraid of the Dark  NC Link: learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or				VVC ZZ.
Launch: Victorian Schoolro  Key Questions: Have childro  Media/Visual Literacy: Var	om Day at Newstead Abbey	purposes	but) writing for different purposes				

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	Focus	Subject, predicate, stop, conjunctions, linking	Subject, predicate, stop, conjunctions, linking	Subject, predicate, stop, conjunctions, linking	Subject, predicate, stop, conjunctions, linking	Subject, predicate, stop, conjunctions, linking	Subject, predicate, stop, conjunctions, linking	Subject, predicate, stop, conjunctions, linking	
	9	adverbs, adverbial clauses,	adverbs, adverbial clauses,	adverbs, adverbial clauses,	adverbs, adverbial clauses,	adverbs, adverbial clauses,	adverbs, adverbial clauses,	adverbs, adverbial clauses,	
	SPAG	adverb (when, where,	adverb (when, where,	adverb (when, where, how),	adverb (when, where, how),	adverb (when, where,	adverb (when, where,	adverb (when, where,	
	S	how), speech	how), speech	speech	speech	how), speech	how), speech	how), speech	
		Text: Charlie and the	Text: Charlie and the	Text: The Owl Who was					
		Chocolate Factory by Roald	Chocolate Factory by Roald	Afraid of the Dark					
		Dahl	Dahl						
				Focus: Retrieval, inference,					
		Focus: Retrieval, inference	Focus: Retrieval, inference	explanation	explanation	explanation	explanation	explanation	
		rocus. Retrieval, interence	rocas. Retrieval, interence						
		NC Link: develop pleasure	NC Link: develop pleasure	NC Link: develop pleasure in	NC Link: develop pleasure in	NC Link: develop pleasure	NC Link: develop pleasure	NC Link: develop pleasure	
		in reading, motivation to	in reading, motivation to	reading, motivation to read,	reading, motivation to read,	in reading, motivation to	in reading, motivation to	in reading, motivation to	
		read, vocabulary and	read, vocabulary and	vocabulary and	vocabulary and	read, vocabulary and	read, vocabulary and	read, vocabulary and	
		understanding by:	understanding by:	understanding by:	understanding by:	understanding by:	understanding by:	understanding by:	
		listening to, discussing and	listening to, discussing and	listening to, discussing and	listening to, discussing and	listening to, discussing and	listening to, discussing and	listening to, discussing and	
		expressing views about a	expressing views about a	expressing views about a	expressing views about a	expressing views about a	expressing views about a	expressing views about a	
		wide range of	wide range of	wide range of contemporary	wide range of contemporary	wide range of	wide range of	wide range of	
		contemporary and classic	contemporary and classic	and classic poetry, stories	and classic poetry, stories	contemporary and classic	contemporary and classic	contemporary and classic	
		poetry, stories and non-	poetry, stories and non-	and non-fiction at a level	and non-fiction at a level	poetry, stories and non-	poetry, stories and non-	poetry, stories and non-	
	90	fiction at a level beyond	fiction at a level beyond	beyond that at which they	beyond that at which they	fiction at a level beyond	fiction at a level beyond	fiction at a level beyond	
	ij	that at which they can	that at which they can	can read independently	can read independently	that at which they can read	that at which they can read	that at which they can read	
	ea	read independently	read independently	discussing and clarifying the	discussing and clarifying the	independently	independently	independently	
	Guided Reading	discussing the sequence of	discussing the sequence of	meanings of words, linking	meanings of words, linking	discussing and clarifying	discussing and clarifying the	discussing and clarifying	
	ide	events in books and how	events in books and how	new meanings to known	new meanings to known	the meanings of words,	meanings of words, linking	the meanings of words,	
	g	items of information are	items of information are	vocabulary	vocabulary	linking new meanings to	new meanings to known	linking new meanings to	
		related	related	answering and asking	answering and asking	known vocabulary	vocabulary	known vocabulary	
		discussing and clarifying	discussing and clarifying	questions	questions	answering and asking	answering and asking	answering and asking	
		the meanings of words,	the meanings of words,	explain and discuss their	explain and discuss their	questions	questions	questions	
		linking new meanings to	linking new meanings to	understanding of books,	understanding of books,	explain and discuss their	explain and discuss their	explain and discuss their	
		known vocabulary	known vocabulary	poems and other material,	poems and other material,	understanding of books,	understanding of books,	understanding of books,	
		answering and asking	answering and asking	both those that they listen	both those that they listen	poems and other material,	poems and other material,	poems and other material,	
		questions	questions	to and those that they read	to and those that they read	both those that they listen	both those that they listen	both those that they listen	
		·	·	for themselves	for themselves	to and those that they	to and those that they read	to and those that they	
		making inferences on the	making inferences on the basis of what is being said			read for themselves	for themselves	read for themselves	
		basis of what is being said		Respect	Respect				
		and done	and done			Respect	Respect	Respect	
		answering and asking	answering and asking						
		questions	questions						
		Respect							
		Respect	Respect						

		Unit: White Rose Maths Statistics	Unit: White Rose Maths Statistics	Unit: White Rose Maths Position and direction	Unit: White Rose Maths Position and direction	Unit: White Rose Maths Consolidation	Unit: White Rose Maths Consolidation	Unit: White Rose Maths Consolidation	
24+cM	Maths	NC Link: interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.  Unit: Scientists and	NC Link: interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.  Unit: Scientists and	NC Link: order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).  Unit: Scientists and	NC Link: order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).  Unit: Scientists and	Unit: Scientists and	Unit: Scientists and	Unit: Scientists and	
Crionco	Science	Inventors Lesson: How do things grow in a greenhouse?  To find out how plants need water, light and a suitable temperature to grow and stay healthy  Cross curricular: History- Significant people	Inventors Lesson: What job do botanists do?  To identify and describe the basic structure of common flowering plants by observing and sketching a range of common plants.  Cross curricular: History- Significant people	Inventors Lesson: What happens in a doctors' surgery?  To use their observations and ideas to suggest answers to questions  Cross curricular: History-Significant people	Inventors Lesson: Who discovered germs?  To describe the importance of hygiene to humans  Cross curricular: History-Significant people	Inventors Lesson: Why was Charles Macintosh famous?  To find out about people who have developed new materials To identify and compare the suitability of a variety of everyday materials for particular uses  Cross curricular: History- Significant people	Inventors Lesson: Why was Rachel Carson famous?  To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain To observe closely, using simple equipment  Cross curricular: History-Significant people	Inventors Lesson: Consolidation	
niting		Teach Computing: Programming B- Programming quizzes  Lesson: Scratch Jr Recap  NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content	Teach Computing: Programming B- Programming quizzes  Lesson: Outcomes  NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content	Teach Computing: Programming B- Programming quizzes  Lesson: Using a design  NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content	Teach Computing: Programming B- Programming quizzes  Lesson: Changing a design  NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content	Teach Computing: Programming B- Programming quizzes  Lesson: Designing and creating a program  NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content  Cross curricular: Maths	Teach Computing: Programming B- Programming quizzes  Lesson: Evaluating  NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content		

Unit: PATTERN  Lesson: Theory How does Damien Hirst use pattern?  NC Link: 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  Cross curricular: Maths-Shape  Unit: PATTERN  Lesson: Practise Can I use pattern?  Lesson: Apply Can I apply pattern to a final art piece?  NC Link: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Cross curricular: Maths-Shape  Cross curricular: Maths-Shape  Unit: PATTERN  Lesson: Practise Can I use pattern?  Can I use pattern?  MC Link: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Cross curricular: Maths-Shape  Cross curricular: Maths-Shape		1	ı				
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the differences and similarities between different practices and disciplines, and making links to their own work  Cross curricular: Maths-Shape  the differences and similarities between different practices and disciplines, and making links to their own work  Cross curricular: Maths-Shape  imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Cross curricular: Maths-Shape  Cross curricular: Maths-Shape  Cross curricular: Maths-Shape  Cross curricular: Maths-Shape				range of artists, craft makers	develop and share their	painting and sculpture to	
disciplines, and making links to their own work  Cross curricular: Maths-Shape				and designers, describing	ideas, experiences and	develop and share their	
disciplines, and making links to their own work  Cross curricular: Maths-Shape	ng ng			the differences and	imagination	ideas, experiences and	
disciplines, and making links to their own work  Cross curricular: Maths-Shape	l se			similarities between	to develop a wide range of	imagination	
disciplines, and making links to their own work  Cross curricular: Maths-Shape				different practices and	art and design techniques	to develop a wide range of	
Cross curricular: Maths-Shape				disciplines, and making links	in using colour, pattern,	art and design techniques	
Cross curricular: Maths- Shape	₫			to their own work	texture, line, shape, form	in using colour, pattern,	
Shape Cross curricular: Maths- Shape Cross curricular: Maths- Shape Shape Cross curricular: Maths- Shape					and space	texture, line, shape, form	
Shape  Cross curricular: Maths- Shape  Cross curricular: Maths- Shape  Shape				Cross curricular: Maths-		and space	
Shape Cross curricular: Maths-Shape				Shape	Cross curricular: Maths-		
Shape				-	Shape	Cross curricular: Maths-	
Respect					-	Shape	
Liberty Liberty				Respect		-	
Liberty				Respect	Liberty		
						Liberty	

	Unit: Bridges			
	<u>Lesson: Make</u>			
	Can I make my own			
	bridge?			
	<u>Lesson: Evaluate</u>			
	How successful was my			
	bridge?			
	bridge:			
	NC Link: select from and			
	use a range of tools and			
	equipment to perform			
	practical tasks [for			
. Technology	example, cutting, shaping,			
	joining and finishing]			
ech	select from and use a wide			
i i	range of materials and			
Design & '	components, including			
sisi	construction materials,			
å	textiles and ingredients,			
	according to their			
	characteristics			
	evaluate their ideas and			
	products against design			
	criteria			
	Cross curricular: Science-			
	materials			
	Responsibility			
	Liberty			

	1	Unit: Mansfield Vs New		Unit: Mansfield Vs New	Unit: Mansfield Vs New		Unit: Mansfield Vs New	
		Delhi		Delhi	Delhi		Delhi	
		<u>Deini</u>		<u>Deini</u>	<u>Deini</u>		<u>Deini</u>	
		Lancari Humana and		Laccari Diago ka suda das	Laccome Dia so lan suela das		Lacari Caarranhiaal akilla	
		Lesson: Human and		<u>Lesson: Place knowledge</u>	Lesson: Place knowledge		Lesson: Geographical skills	
		physical geography		And the new constitution	A va th and a varieties by		and fieldwork	
		Have do the second		Are there any similar	Are there any similar human		Can I describe the leastion	
		How do the seasonal		physical features with	features with London and		Can I describe the location	
		weather and daily weather		London and New Delhi?	New Delhi?		of features and routes on a	
		patterns of the UK					map using a compass?	
	h	compare to India?		NC Link: understand	NC Link: understand			
	Geography			geographical similarities and	geographical similarities and		NC Link: use simple	
	ogı	NC Link: identify seasonal		differences through studying	differences through studying		compass directions (North,	
	Ge	and daily weather patterns		the human and physical	the human and physical		South, East and West) and	
		in the United Kingdom and		geography of a small area of	geography of a small area of		locational and directional	
		the location of hot and		the United Kingdom, and of	the United Kingdom, and of		language [for example,	
		cold areas of the world in		a small area in a contrasting	a small area in a contrasting		near and far; left and right],	
		relation to the Equator and		non-European country	non-European country		to describe the location of	
		the North and South Poles					features and routes on a	
							map	
				Respect	Respect			
							1.32	
							De Carifornia (C. Car	
_			Unit: Victorians			Unit: Victorians	Attended	
			Offic. Victorians			Onic. Victorians		
			Lesson: Cause and			Lesson: Life and death		
			significant events			Lesson: Life and death		
			significant events			How was life in the		
			What were the most			Victorian era different for		
			important changes that			the rich and poor?		
			took place in Victorians			the fich and poor!		
			times?			NC Link: the lives of		
	tory		unies:			significant individuals in		
	Histo		NC Link: the lives of			the past who have		
	エ		significant individuals in			contributed to national		
			the past who have contributed to national			and international achievements.		
			and international			acmevements.		
			achievements.					
			acmevements.			Respect		
						Respect		
			Respect					
			Respect					
		Charanga Linit. O Dia		Charange Unit: O Bi-	Charanga Unit: Com Bia	Charanga Unite Occupia	Charanga Unit. O Dia	
		Charanga Unit: Our Big	Charanga Unit: Our Big	Charanga Unit: Our Big	Charanga Unit: Our Big	Charanga Unit: Our Big	Charanga Unit: Our Big	
		Concert	Concert	Concert	Concert	Concert	Concert	
	Music	The Sunchine Sone	The Sunchine Sone	Four White Horses	Four White Horses	Down by the Pay	Accomment Charles int	
	Σ	The Sunshine Song	The Sunshine Song	Four White Horses	Four White Horses	Down by the Bay	Assessment Checkpoint	
		Respect	Respect	Respect	Respect	Respect	Respect	
		Respect	Respect	Respect	Respect	Respect	Respect	

	Unit: Athletics							
PE	NC Link: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	NC Link: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	NC Link: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	NC Link: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	NC Link: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	NC Link: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	NC Link: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	
RE	Unit: Beginnings and Endings  Lesson: How and why are beginnings and endings marked in different ways?  Cross curricular: PSHE CD	Unit: Beginnings and Endings  Lesson: How do Sikhs celebrate New Year?  Cross curricular: PSHE CD	Unit: Beginnings and Endings  Lesson: How are names used and given in Sikhism?  Cross curricular: PSHE CD	Unit: Beginnings and Endings  Lesson: How do Christians mark the beginning of their journey of faith?  Cross curricular: PSHE CD	Unit: Beginnings and Endings  Lesson: What are the links between new life and the Christian story of Easter?  Cross curricular: PSHE CD	Unit: Beginnings and Endings  Lesson: Can I apply what I have learnt about religious beliefs to my own beginning or ending ceremony?  Cross curricular: PSHE CD		
PSHE	Lesson: Life cycles in nature  Recognise cycles of life in nature. Understand there are some changes that are outside my control and to recognise how I feel about this.  Cross curricular: Science	Lesson: Growing from young to old  Tell you about the natural process of growing from young to old and understand that this is not in my control. Identify people I respect who are older than me.  Cross curricular: Science	Lesson: The changing Me  Lesson: The changing me  Recognise how my body has changed since I was a baby and where I am on the continuum from young to old. Feel proud about becoming more independent.  Cross curricular: Science	Lesson: Boys and girls bodies  Understand difference between boys and girls bodies  Cross curricular: Science	Jigsaw Unit: Changing Me  Lesson: Assertiveness  Understand there are different types of touch and tell you which ones I like and don't like. Be confident to say what I like and don't like and ask for help.	Lesson: Looking ahead  Identify what I am looking forward to when I move to my next class. Start thinking about changes I will make in my next year at school and know how to go about this.		