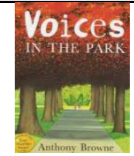
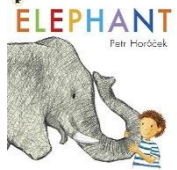
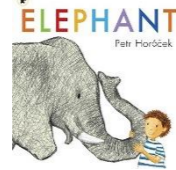
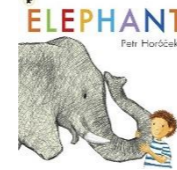

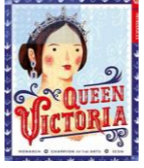




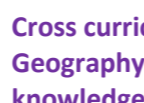
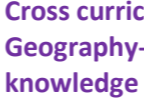
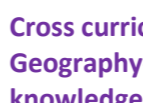














Theme: Victorians
 Driver: History
 The Big Question: Have children always played games?







Reading for Pleasure Class Novel:
 Books by Anthony Browne































		Week 1	2	3	4	5	6	7
English	Unit: Narrative	Unit: Narrative	Unit: Narrative	Unit: Narrative	Unit: Newspaper Report	Unit: Newspaper Report	Unit: Newspaper Report	
	Supporting Text: Elephant by Petr Horacek	Supporting Text: Elephant by Petr Horacek	Supporting Text: Elephant by Petr Horacek	Supporting Text: Elephant by Petr Horacek	Supporting Text: Queen Victoria	Supporting Text: Queen Victoria	Supporting Text: Queen Victoria	
								
	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 co-ordination (using or, and, or but) writing for different purposes	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 co-ordination (using or, and, or but) writing for different purposes	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 co-ordination (using or, and, or but) writing for different purposes	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 co-ordination (using or, and, or but) writing for different purposes	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 co-ordination (using or, and, or but) writing for different purposes	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 co-ordination (using or, and, or but) writing for different purposes		
								
				Cross curricular: Geography- place knowledge	Cross curricular: Geography- place knowledge	Cross curricular: Geography- place knowledge		

Enrichment	<p>Launch: Victorian Schoolroom Day at Perlethorpe</p> <p>Key Questions: Have children always played games?</p> <p>Media/Visual Literacy: Variety of online videos</p>							
SPAG Focus	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how)	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how)	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), expanded noun phrases	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech- inverted commas	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech- inverted commas	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses, adverb (when, where, how), speech- inverted commas		
Guided Reading	<p>Text: Fantastic Mr Fox by Roald Dahl</p> <p>Focus: Retrieval, inference</p> <p>NC Link: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> 	<p>Text: Fantastic Mr Fox by Roald Dahl</p> <p>Focus: Retrieval, inference</p> <p>NC Link: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> 	<p>Text: Fantastic Mr Fox by Roald Dahl</p> <p>Focus: Retrieval, inference</p> <p>NC Link: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> 	<p>Text: Victorians by Ann Kramer</p> <p>Focus: Retrieval, inference, explanation</p> <p>NC Link: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> 	<p>Text: Victorians by Ann Kramer</p> <p>Focus: Retrieval, inference, explanation</p> <p>NC Link: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> 	<p>Text: Victorians by Ann Kramer</p> <p>Focus: Retrieval, inference, explanation</p> <p>NC Link: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>answering and asking questions</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> 		

Maths	<p>Unit: White Rose Maths Fractions</p> <p>NC Link: recognise, find, name and write fractions $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Unit: White Rose Maths Fractions</p> <p>NC Link: recognise, find, name and write fractions $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Unit: White Rose Maths Fractions</p> <p>NC Link: recognise, find, name and write fractions $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Unit: White Rose Maths Time</p> <p>NC Link: compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day</p>	<p>Unit: White Rose Maths Time</p> <p>NC Link: compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day</p>	<p>Unit: White Rose Maths Time</p> <p>NC Link: compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day</p>		
Science	<p>Unit: Plants</p> <p><u>Lesson:</u> What Do Plants Need to Grow?</p> <p>NC Link: observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> 	<p>Unit: Plants</p> <p><u>Lesson:</u> What's Inside a Seed?</p> <p>NC Link: performing simple tests observing closely, using simple equipment gathering and recording data to help in answering questions. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>Unit: Plants</p> <p><u>Lesson:</u> What happens in the Life Cycle of a Plant?</p> <p>NC Link: performing simple tests gathering and recording data to help in answering questions.</p>	<p>Unit: Plants</p> <p><u>Lesson:</u> What Do Plants Need to Stay Healthy? Part 1</p> <p>NC Link: explore and compare the differences between things that are living, dead, and things that have never been alive. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> 	<p>Unit: Plants</p> <p><u>Lesson:</u> What Do Plants Need to Stay Healthy? Part 2</p> <p>NC Link: observing closely, using simple equipment performing simple tests gathering and recording data to help in answering questions identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> 	<p>Unit: Plants</p> <p><u>Lesson:</u> How Do Plants Grow in Hot, Dry or Cold Places?</p> <p>NC Link: performing simple tests gathering and recording data to help in answering questions.</p>		
Computing	<p>Teach Computing: Creating Media- Digital Music</p> <p><u>Lesson:</u> How music makes us feel</p> <p>NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Cross curricular: Music</p> 	<p>Teach Computing: Creating Media- Digital Music</p> <p><u>Lesson:</u> Rhythms and patterns</p> <p>NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Cross curricular: Music</p>	<p>Teach Computing: Creating Media- Digital Music</p> <p><u>Lesson:</u> How music can be used</p> <p>NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Cross curricular: Music</p> 	<p>Teach Computing: Creating Media- Digital Music</p> <p><u>Lesson:</u> Notes and tempo</p> <p>NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Cross curricular: Music</p>	<p>Teach Computing: Creating Media- Digital Music</p> <p><u>Lesson:</u> Creating digital music</p> <p>NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Cross curricular: Music</p> 	<p>Teach Computing: Creating Media- Digital Music</p> <p><u>Lesson:</u> Reviewing and editing music</p> <p>NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Cross curricular: Music</p>		

Art & Design				<p>Unit: LINE AND SHAPE</p> <p><u>Lesson: Theory</u> How does LS Lowry use line and shape?</p> <p>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</p> <p>Cross curricular: Maths-Shape</p>	<p>Unit: LINE AND SHAPE</p> <p><u>Lesson: Practise</u> Can I use line and shape?</p> <p>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</p> <p>Cross curricular: Maths-Shape</p> 	<p>Unit: LINE AND SHAPE</p> <p><u>Lesson: Apply</u> Can I apply line and shape to a final art piece?</p> <p>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</p> <p>Cross curricular: Maths-Shape</p> 		
Design & Technology				<p>Unit: Bridges</p> <p><u>Lesson: Research</u> What materials can bridges be made from?</p> <p><u>Lesson: Research</u> Can I identify different types of bridges?</p> <p>NC Link: explore and evaluate a range of existing products generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Cross curricular: Science-Materials</p>  	<p>Unit: Bridges</p> <p><u>Lesson: Design</u> What sort of bridge will I create?</p> <p><u>Lesson: Make</u> What material will I use?</p> <p>NC Link: design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Cross curricular: Science-Materials</p>  			

Geography		<p>Unit: Mansfield Vs New Delhi</p> <p><u>Lesson: Locational knowledge</u></p> <p>What countries form the United Kingdom?</p> <p>NC Link: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries</p>			<p>Unit: Mansfield Vs New Delhi</p> <p><u>Lesson: Human and physical geography</u></p> <p>What are the seasonal and daily weather patterns in the United Kingdom?</p> <p>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 Equator and the North and South Poles</p>			
History	<p>Unit: Victorians</p> <p><u>Lesson: Chronology</u></p> <p>When was the Victorian era?</p> <p>NC Link: the lives of significant individuals in the past who have contributed to national and international achievements.</p> 		<p>Unit: Victorians</p> <p><u>Lesson: Childhood</u></p> <p>What was life like for a child in the Victorian era?</p> <p>NC Link: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> 	<p>Unit: Victorians</p> <p><u>Lesson: Significant people and impact</u></p> <p>Who was Florence Nightingale and what were her greatest achievements?</p> <p>NC Link: the lives of significant individuals in the past who have contributed to national and international achievements.</p> 		<p>Unit: Victorians</p> <p><u>Lesson: Consequence and legacy</u></p> <p>Why is Florence Nightingale remembered today?</p> <p>NC Link: the lives of significant individuals in the past who have contributed to national and international achievements.</p> 		
Music	<p>Charanga Unit: Exploring Improvisation</p> <p>I wanna play in a band</p> 	<p>Charanga Unit: Exploring Improvisation</p> <p>I wanna play in a band</p> 	<p>Charanga Unit: Exploring Improvisation</p> <p>Music is all around</p> 	<p>Charanga Unit: Exploring Improvisation</p> <p>Music is all around</p> 	<p>Charanga Unit: Exploring Improvisation</p> <p>Saying sorry</p> 	<p>Charanga Unit: Exploring Improvisation</p> <p>Assessment checkpoint</p> 		

PE	<p>Unit: Athletics and Yoga (Jungle)</p> <p>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</p> 	<p>Unit: Athletics and Yoga (Jungle)</p> <p>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</p> 	<p>Unit: Athletics and Yoga (Jungle)</p> <p>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</p> 	<p>Unit: Athletics and Yoga (Jungle)</p> <p>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</p> 	<p>Unit: Athletics and Yoga (Jungle)</p> <p>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</p> 	<p>Unit: Athletics and Yoga (Jungle)</p> <p>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</p> 		
RE	<p>Unit: Christianity</p> <p>Lesson: Why is God Important to Christians?</p>  <p>Cross curricular: PSHE CD</p>	<p>Unit: Christianity</p> <p>Lesson: What Do Christians Believe God is Like?</p>  <p>Cross curricular: PSHE CD</p>	<p>Unit: Christianity</p> <p>Lesson: Is God Forgiving?</p>  <p>Cross curricular: PSHE CD</p>	<p>Unit: Christianity</p> <p>Lesson: What Do We Know About Jesus?</p>  <p>Cross curricular: PSHE CD</p>	<p>Unit: Christianity</p> <p>Lesson: What are some of the values taught by Jesus?</p>  <p>Cross curricular: PSHE CD</p>	<p>Unit: Christianity</p> <p>Lesson: How might a Christian live their life today?</p>  <p>Cross curricular: PSHE CD</p>		
PSHE	<p>Jigsaw Unit: Relationships</p> <p>Lesson: What are my relationships to my family members?</p> <p>Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. Accept that everyone's family is different and understand that most people value their family.</p> 	<p>Jigsaw Unit: Relationships</p> <p>Lesson: How do I keep safe with physical contact?</p> <p>Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. Know which types of physical contact I like and don't like and be able to talk about this.</p> 	<p>Jigsaw Unit: Relationships</p> <p>Lesson: What are friends and Conflict?</p> <p>Identify some of the things that cause conflict with my friends. Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p> 	<p>Jigsaw Unit: Relationships</p> <p>Lesson: What is a secret?</p> <p>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. Know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p>  	<p>Jigsaw Unit: Relationships</p> <p>Lesson: What is trust and Appreciation?</p> <p>Recognise and appreciate people who can help me in my family, my school and my community. Understand how it feels to trust someone.</p> 	<p>Jigsaw Unit: Relationships</p> <p>Lesson: How do I celebrate my Special Relationships?</p> <p>Express my appreciation for the people in my special relationships. Be comfortable accepting appreciation from others.</p> 