

Title: All aboard Text: Polar express Film: Polar express Song: Nativity songs Trip: Father Christmas visit to school								
	2.11.20	9.11.20	16.11.20	23.11.20	30.11.20	7.12.20	14.12.20 Christmas week	Total time
English Genre	Poetry week	Scene description / character feelings	Newspaper	Persuasive writing	Letter writing	Instructions for hot chocolate making.		62.5
English Composition	Write poetry to develop positive attitudes and stamina for writing <i>learning to appreciate rhymes and poems, and to recite some by heart</i>  <i>write sentences by: saying out loud what they are going to write about</i>	Write for different purposes to develop positive attitudes and stamina for writing. Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing.	Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.	Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional)	Read aloud what he/she has written with appropriate intonation to make the meaning clear <i>Write sentences by re-reading what he/she has written to check that it makes sense Read aloud your writing loud enough to be heard by peers/teacher</i>	Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence		
English Grammar	<b>Co-ordination (using or, and/ but)</b> Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses	<b>Co-ordination (using or, and/ but)</b> Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses	<b>Subordination ( using when, if, that and because)</b> Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses	<b>Subordination ( using when, if, that and because)</b> Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses	<b>Using expanded noun phrases for description</b> Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon	<b>Using expanded noun phrases for description</b> Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon	<b>Using expanded noun phrases for description</b> Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon	

	Join words and clauses using and, because, so Understand how words can combine to make sentences						
English Reading (DR/DSR)	<b>Predicting</b> Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far	<b>Predicting</b> Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far	<b>Summarising</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related	<b>Inferring</b> Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done	<b>Questioning</b> Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading	<b>Evaluating</b> Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself	<b>Clarifying</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary
English Spelling	L or ul sound spelt –le  Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach reading the words water, where, who, again, thought, because  – Teach spelling the words little, one, because	L or ul sound spelt –el  Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach reading the words thought, through, work, mouse, many, I Teach spelling the words little, one, do, when,	L or ul sound spelt –al  Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Teach reading the words laughed, because, different, any, eyes, friends, once, please – Teach spelling the words little,	-il  Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned – Teach alternative spellings of phonemes for spelling – Practise reading and spelling words with adjacent consonants and words with newly learned	Challenge words  Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned – Teach alternative spellings of phonemes for spelling – Practise reading and spelling words with adjacent consonants and words with newly	The long vowel ‘i’ spelt with a y at the end of the word. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned – Teach alternative spellings of phonemes for spelling – Practise reading and spelling words with adjacent consonants and	-es to nouns at verbs ending in y Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned – Teach alternative spellings of phonemes for spelling – Practise reading and spelling words with adjacent consonants and words with newly

			one, do, when, what, out	graphemes – Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked	learned graphemes – Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked	words with newly learned graphemes – Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked	learned graphemes – Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked	
Maths	5 Addition and Subtraction – Counting in 2s, 5s, 10s and 3s	5 Addition and Subtraction – mental calculation strategies (known facts, 10 more and 10 less)	5 Addition and Subtraction – mental calculation strategies (aggregation and augmentation)	5 Addition and Subtraction – mental calculation strategies (bar modelling)	5 Practice SATs	5 Addition and Subtraction – mental calculation strategies (sequencing)	4 Addition and Subtraction – mental calculation strategies (sequencing)	34
Science			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	Identify and name a variety of plants and animals in their habitats including micro-habitats				16.5
ICT								0
History								7
Geography	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and							0



PSHE					Offer suggestions as to how to alter a negative emotion			3.25
MFL								3.75
IDEAS							Cinema event with Hot Chocolate bar	
TRIPS/ VISITORS								
TOTAL TIME								