

Title: Treasure seekers Text: Captain Flinn and the pirate dinosaurs, smugglers bay. Film: It's a pirate life Song: It's a pirate's life for me. Trip: Smugglers caves.								
	7.9.20 Recovery Week	14.9.20	21.9.20	28.9.20	5.10.20	12.10.20	19.10.20 Ninja Week	Total time
English Genre	Predicting Front cover Picture from book and describe.	Alliteration	Write character description	Instructions	Design something for the pirate ship. (labelling)	Sequence story so far /Write an ending to the book. <i>Write sentences, sequencing them to form short narratives (real or fictional)</i> <i>Compose and write sentences independently to convey ideas</i>	Write a description of their favourite part.	62.5
English composition	Consider what he/she is going to write before writing down ideas or key words including new vocabulary.	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 sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional) <i>I can put words together to make sentences. I can use joining words like 'and'.</i>	Write about real events, recording these simply and clearly	Consider what he/she is going to write before beginning by saying out loud what he/she is going to write about. Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary	Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils	Write poetry to develop positive attitudes and stamina for writing	

English Grammar	Forming sentences - Capital letters at the beginning Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required	Forming sentences – Capital letters – names / places Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required <i>I can write capital letters.</i> <i>I can use capital letters for names, places, the days of the week and the word 'I'.</i>	Forming sentences – Using full stops Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required	Forming sentences – using full stops Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required	Forming sentences – Questions starter words. Use question marks and exclamation marks appropriately	Forming sentences – Questions, asking questions Use question marks and exclamation marks appropriately	Review	
English Reading (DR/DSR)	Introducing DR – Predicting 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 <i>Understand both the books she can read accurately and</i>	Making links Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links <i>Say sounds for 40+ graphemes for each of the 40+ phonemes</i> <i>Read many common exception words form English appendix 1</i>	Questioning 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 <i>Understand both the books she can read accurately and fluently and those he/she listens to by checking that the text</i>	Clarifying Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Summarising 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 <i>Understand both the books she can read accurately and fluently and those he/she listens to by discussing the significance of the title and events..</i>	Inferring 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	Evaluating 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	

	fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.		makes sense as he/she reads and corrects inaccurate reading.					
English Spelling	<p>-dge Phase 4 Teach and practice cvcc words</p> <p>– Teach reading the tricky words said, so Teach spelling the tricky words he, she, we, me, be – Teach and practise reading CCVC words – Teach and practise spelling CCVC words – Teach reading the tricky words have, like, some, come – Teach spelling the tricky words was, you</p>	<p>J spelt -ge Phase 4</p> <p>– Practise spelling words containing adjacent consonants – Teach reading the tricky words were, there, little, one – Teach spelling the tricky words they, all, are Practise spelling words containing adjacent consonants – Teach reading the tricky words do, when, out, what – Teach spelling the tricky words my, her</p>	<p>J spelt with a g – Teach new graphemes for reading (about four per week) – Practise reading and spelling words with adjacent consonants and words with newly learned graphemes – Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked – Teach spelling the words said, so, have, like, some, come, were, there</p>	<p>S spelt c before e, i and y – Teach new graphemes for reading (about four per week) – Practise reading and spelling words with adjacent consonants and words with newly learned graphemes – – Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked – Teach spelling the words said, so, have, like, some, come, were, there</p>	<p>N spelt kn and gn – Teach new graphemes for reading (about four per week) – Practise reading and spelling words with adjacent consonants and words with newly learned graphemes – Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked – Teach spelling the words said, so, have, like, some, come, were, there</p>	<p>Challenge words – Teach new graphemes for reading (about four per week) – Practise reading and spelling words with adjacent consonants and words with newly learned graphemes – Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked – Teach spelling the words said, so, have, like, some, come, were, there</p>	<p>R spelt wr – Teach new graphemes for reading (about four per week) – Practise reading and spelling words with adjacent consonants and words with newly learned graphemes – Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked – Teach spelling the words said, so, have, like, some, come, were, there</p>	
Maths	4 Place value – value of a digit	5 Place value – value of a digit	5 Place value – partitioning TOs	5 Place value – comparing numbers to 100	5 Place value – comparing numbers to 100	5 Place value – ordering numbers to 100	4 Place value – ordering numbers to 100	33
Science				Describe how the shapes of solid objects made from some materials can be				

				changed by squashing, bending, twisting and stretching.				
ICT						Recognise common uses of information technology beyond school.		
History			Describe significant historical events, people and places in his own locality. Use wide vocabulary of everyday historical terms. Speak about how he/she has found out about the past. Record what he/she has learned by drawing and writing.					
Geography	Name, locate and identify characteristics of the seas surrounding the United Kingdom. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and physical features of its surrounding environment. Understand geographical similarities and						

	<p>Use simple compass directions (N,S,E and W) and locational language e.g. near and far, left and right, to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in key.</p>	<p>differences through studying the human and physical geography of a small area of United Kingdom, and small area in a contrasting non-European country.</p>						
Art				Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.				2.5
DT								
RE					Christian Rites of Passage	Christian Rites of Passage		4.5
Music					Play instruments using the correct techniques with respect			4

