

	24.2.20	2.3.20	9.3.20	16.3.20	23.3.20	30.3.20	Total time
English Genre Narrative & Poetry	<b>Non-Chron reports</b> understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher	<b>Non-Chron reports</b> write sentences by: saying out loud what they are going to write about	<b>Non-Chron reports</b> write sentences by: saying out loud what they are going to write about	<b>Poetry</b> learning to appreciate rhymes and poems, and to recite some by heart write sentences by: saying out loud what they are going to write about	<b>Poetry</b> learning to appreciate rhymes and poems, and to recite some by heart write sentences by: saying out loud what they are going to write about	<b>Poetry</b> learning to appreciate rhymes and poems, and to recite some by heart write sentences by: saying out loud what they are going to write about	
English Grammar	using the prefix un-	using the prefix un-	using the prefix un-	I can add -ing and -er to the end of a word to make a new word.	I can add -ing and -er to the end of a word to make a new word	I can add -ing and -er to the end of a word to make a new word	
English Reading (DR/DSR)	<b>VIPERS Prediction</b>	<b>VIPERS Vocabulary</b>	<b>VIPERS Inference</b>	<b>VIPERS Explanation</b>	<b>VIPERS Retrieval</b>	<b>VIPERS Sequencing</b>	
English Spelling							
Maths	Recognise, find and name a half as one of 2 equal parts of an object shape or quantity Recognise, find and name a quarter as one of 4 equal parts of an object shape or quantity	Recognise, find and name a half as one of 2 equal parts of an object shape or quantity Recognise, find and name a quarter as one of 4 equal parts of an object shape or quantity	Recognise, find and name a half as one of 2 equal parts of an object shape or quantity Recognise, find and name a quarter as one of 4 equal parts of an object shape or quantity	Recognise, find and name a half as one of 2 equal parts of an object shape or quantity Recognise, find and name a quarter as one of 4 equal parts of an object shape or quantity	Recognise, find and name a half as one of 2 equal parts of an object shape or quantity Recognise, find and name a quarter as one of 4 equal parts of an object shape or quantity	Recognise, find and name a half as one of 2 equal parts of an object shape or quantity Recognise, find and name a quarter as one of 4 equal parts of an object shape or quantity	
Science	<b>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</b>  Investigate different animals. Recognise similarities and differences.	<b>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</b>  Sort animals into their family groups.	<b>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</b>  <b>Group animals according to what they eat.</b>  Research what each animal eats and group them according to diet. Is there	<b>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</b>  Look at different animals and discuss how their bodies are suited to a purpose (eg: fish live underwater and have	<b>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</b>  Write a fact file on a chosen animal, including which animal family it belongs to, what it's diet is and how it is adapted to its surroundings.	<b>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</b>  Complete fact file and compare to different animals.	

			anything that the children notice?	gills to breathe, camels live in the desert and has nostrils which close to keep sand out).			
ICT							
History							
Geography	<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Link to Science – Children to discuss the habitats of each animal, touching on temperature, built up/countryside/forest/desert.</p>		<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Discuss animals living in the wild– what are the pros and cons of this?</p>		<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Discuss animals living in captivity. What are the pros/cons of this?</p>		
Art							
DT	<p>Use pictures and words to describe what he/she wants to do.</p> <p>Look at a variety of shadow puppet theatres and discuss the model they would like to make. Children list what they would need to make their theatre.</p>	<p>Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.</p> <p>Cut, glue and stick shapes and materials</p> <p><b>Maths – Identify 2D shapes</b></p> <p>Children create their shadow puppet animal, using a variety of 2D shapes, attaching them</p>		<p>Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.</p> <p><b>Link to Science</b></p> <p>Children create the theatre surround for their animal puppet to go in to. Children to think carefully about their science knowledge of their animal’s habitat to</p>	<p>Use a range of simple tools to cut, join and combine materials and components safely. Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Children to look at their theatre/puppet and work out how they might make the structures stronger using a variety of materials on offer.</p>	<p>Review work and comment on how it might be changed for the better if they were to make it again.</p> <p>Children write a review of their work and comment on if/how they would change it for improvement, giving reasoning.</p>	

		together using glue and mounting on to a stick/pipe cleaner.		choose the correct types of materials to represent this.			
RE	<b>Hinduism</b>						
Music	Listen to music with sustained concentration.  Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.	Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. <b>Develop rhythms using instruments</b>	Use the correct musical language to describe a piece of music.	Listen to music with sustained concentration.		Listen to music with sustained concentration.  Use the correct musical language to describe a piece of music.	
PE	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE	
PSHE	Jigsaw	Jigsaw	Jigsaw	Jigsaw	Jigsaw	Jigsaw	
MFL	Say 'Good Morning' and 'Good Afternoon' in a different language (French)	Say 'Good Morning' and 'Good Afternoon' in a different language (French)	Say 'Good Morning' and 'Good Afternoon' in a different language (French)	Say 'Good Morning' and 'Good Afternoon' in a different language (French)	Say 'Good Morning' and 'Good Afternoon' in a different language (French)	Say 'Good Morning' and 'Good Afternoon' in a different language (French)	
IDEAS						Watch film 'The Lion King'	
TRIPS/ VISITORS	Port Lympne						
TOTAL TIME							