

	20.4.20	27.4.20	4.5.20 4 day week	11.5.20	18.5.20		Total time
English Genre	Persuasive writing Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary	Narrative Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing	Narrative Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Report writing Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher <i>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</i>	Report writing Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing		45.5
English							

Grammar	Commas Use commas to separate items in a list	Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses	Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Gap analysis		
English Reading (DR/DSR)	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	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	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	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	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.		
English Spelling	Words with the spelling 'a', pronounced /o/, after w and qu 7.5	The /er/ sound spelled with o or ar	The /zh/ sound spelled with a 's'.	The suffixes '-ment' and '-ness'. <i>using the prefix un-</i>	The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.		
Maths	5 Shape -	5 Shape -	4 SATS	5 SATS	5		24

	<p>Recognise 2D and 3D shapes Properties of 2D shapes Recognise and name common 2-D shapes e.g rectangles (including squares). Recognise and name common 3-D shapes e.g cuboid (including cubes).</p>	<p>Properties of 3D shapes Recognise and name common 2-D shapes e.g rectangles (including squares). Recognise and name common 3-D shapes e.g cuboid (including cubes).</p>			<p>Position and Direction – describing movement, describing turns, patterns Describe position, direction and movement, including whole, half and quarter and three-quarter turns.</p>		
Science	<p>Describe the basic needs of animals, including humans for survival (water, food and air) Understand that animals have offspring, including humans, have offspring which grow into adults Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and</p>						16.5

	name different sources of food						
ICT					Use logical reasoning to predict the behaviour of simple programs		0
History				Describe changes within living memory and aspects of change in life.			7
Geography							0
Art		Investigate different techniques for stiffening a variety of material and explore different methods of enabling structures to remain stable Design purposeful, functional, appealing products for himself and other users based on design criteria.					2.5
DT							6
RE	Who was Buddha?	Who was Buddha?	Who was Buddha?	Who was Buddha?			4.5

Music			Develop an understanding of melody, the words and their importance in the music being listen to Begin to describe a piece of music using a developing understanding of interrelated music dimensions Listen with concentration and understanding to a range of high-quality live and recorded music	Understand that structure describes how different section of music are ordered Use tune and untuned classroom percussion to compose and improvise Experiment with, create, select and combine sounds using the interrelated dimensions Understand that texture describes the layers within the music			4
PE	Real PE – Term 5	Real PE – Term 5	Real PE – Term 5	Real PE – Term 5	Real PE – Term 5		14
PSHE							3.25
MFL							3.75
IDEAS							
TRIPS/ VISITORS				Blue Reef and Beach clean			
TOTAL TIME							