

	6.1.20 4 day week	13.1.20	20.1.20	27.1.20	3.2.20	10.2.20	Total time
English Genre	Newspaper reports	Newspapers reports	Recognise features of an explanation text	Explanation texts	Eye witness account	Diary entry	55
English Composition	Write about real events, recording these simply and clearly	Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing. 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.	Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about	Read aloud what he/she has written with appropriate intonation to make the meaning clear	Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing	Write about real events, recording these simply and clearly	
English Grammar	Suffixes Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.	Suffixes Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.	Suffixes Form adjectives using suffixes such as -ful, -less	Suffixes Form adjectives using suffixes such as -ful, -less <i>Add prefixes and suffixes using the spelling rule</i>	Suffixes Use suffixes -er, - est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest	Suffixes Use suffixes -er, - est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest	

	Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun	Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper		for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs			
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	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	
English Spelling	Changing y to and i and adding ed	Changing y to and i and adding er <i>I can add -ing and -er to the end of a word to make a new word</i>	Adding ing to words ending in e with a consonant before it <i>I can add -ing and -er to the end of a word to make a new word</i>	Challenge words	Adding er to words ending in e with a consonant before it	Adding to words of one syllable. The last letter is doubled to keep the sort vowel sound.	
Maths	4 Addition and Subtraction – Mental	5 Addition and Subtraction – Mental	5 Multiplication and Division – 2s, 5s, 10s	5 Multiplication and Division – arrays	5 Multiplication and Division –	5 Multiplication and Division –	29

	calculation strategies (sequencing)	calculation strategies (counting on/back, bridging 10, doubles/halves)			arrays (money and measures)	scaling up and down	
Science			Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Gather and record data to help in answering questions including from secondary sources of information.			16.5
ICT					Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		0
History	Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. Show an awareness of the past, using common words and phrases	Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods Show understanding of some of the ways in which we find out about the past and identify different ways in					7

	relating to the passing of time Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. Use a wide vocabulary of everyday historical terms	which it is represented. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.					
Geography							0
Art							2.5
DT		Experiment with tones using pencils, chalk and charcoal.	Using a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.				6
RE		Leaders and Teachers	Leaders and Teachers	Leaders and Teachers			4.5
Music				Sing a song in two parts.	Improvising a simple rhythm using different instruments including the voice.		4
PE							14
PSHE							3.25
MFL							3.75

IDEAS							
TRIPS/ VISITORS							
TOTAL TIME							