



Wow moment:

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English text types	Writing	SPAG
<p>Core text: George's Marvellous Medicine</p> <p>Weeks 1-2: The Papaya That Spoke by Pie Corbett - journey text. The children will focus on descriptive language, dialogue and improving their ideas to make it more interesting.</p> <p>Week 3-4: Come and Buy a Talking Papaya. The children will focus on persuasion language and develop their reasoning skills.</p> <p>Weeks 5-6: Film unit Marshmallows. The children will focus on extending sentences and sentence openers.</p>	<ul style="list-style-type: none"> Explore word families based on common words, showing how words are related in form and meaning. For example; teach, teacher and teaching. Act, action and acting. Use paragraphs to group related information. Use words to make sentences more interesting to a reader. <p>Reading Children will read a range of texts; fact and fiction. They will use skills from VIPERS (vocabulary, infer, predict, explain, retrieve and summarise) to complete activities.</p>	<ul style="list-style-type: none"> Explore the formation of nouns using a range of prefixes. For example; adding super, auto or anti to the beginning of a words. Super and market to make supermarket. Spell common exception words (some will be sent home to learn). Use inverted commas to punctuate direct speech. Use prefixes; re, sub, inter, super, anti and auto.
Maths	Tables and Mental Maths	MFL
<p>Weeks 1-2: Money.</p> <p>Weeks 2-3: Time.</p> <p>Weeks 4-5: Shape.</p> <p>Weeks 6-7: Statistics.</p>	<p>Consolidation of 2,3,4,5,8 and 10 times tables. Children will continue to complete morning maths activities such as revision mats and my mini maths activities.</p>	<p>Spanish - Little Red Riding Hood.</p> <ul style="list-style-type: none"> In this unit the pupils will learn how to: Sit and listen attentively to a familiar fairy tale in Spanish. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least three parts of the body in Spanish as seen in the story.
Science	Computing	PSHE
<p>Plants</p> <ul style="list-style-type: none"> Children discuss what plants need in order to grow. Find the best place in the school grounds to grow their seed. Describe and label a part of a flower and understand how the different parts have an important job to do for the flower to grow. Children will demonstrate an understanding of how a plant feeds and changes (photosynthesis). Explore a life cycle of a plant and the importance of pollination. Working Scientifically, children will set up simple comparative and fair tests to compare materials, and they will make systematic and careful observations of flowers and plants. They will make careful observations and measurements of flowers and record and report on their findings. 	<p>Programming B. This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.</p>	<p>Changing me</p> <ul style="list-style-type: none"> Learn about changes from birth to growing up for animals including humans. Both on the inside and outside of our bodies. Explore emotions and understand it is ok to feel all of these emotions. To talk about worries. <p>Identify changes they are looking forward to next year at school and explore how to manage feelings.</p>
		RE
		<p>What do Hindus believe?</p> <ul style="list-style-type: none"> This unit focuses on some Hindu beliefs and their impact on individuals and communities; beliefs about God, life after death. The children will explore the general beliefs behind the rituals and ceremonies which take place at home and in the mandir. <p>The children will have the opportunity to develop Critical Thinking through discussing questions raised by the religious material. Children will have time to reflect on their own ideas, feelings, experiences and values in relation to the material covered.</p>
Geography	PE	
<p>We've got it all! Why is the North East special?</p> <ul style="list-style-type: none"> Identify and find the seven continents and five oceans using an atlas. Ask questions like how far, what is it near, what is the place like? Explore hot and cold places in the world, label and describe a range of places. Look closely at human and physical features using satellite images and aerial photographs. Follow routes on a map including following NSEW using a compass - fieldwork. 	<p>SAFC Sports Coach</p> <ul style="list-style-type: none"> Develop passing, throwing, moving the ball, catching and batting. Develop communication and team building. <p>Games - boundary line</p> <ul style="list-style-type: none"> Develop passing, throwing, intercepting and catching the ball. <p>Use a cricket bat to strike the ball from a stationery cone. Try to score a wicket.</p>	
Art/DT	Music	
<p>Textiles - Binca Bookmarks</p> <ul style="list-style-type: none"> Having already explored threading and weaving in earlier years, this topic offers extra challenge allowing the children to design a bookmark and practice running and cross stitch. 	<p>Ukeleles. Durham Music Service.</p>	