

During the week beginning 27th February, each class will be working on "Take One Book" and covering a range of curriculum areas through this study.

	1	2	3	4	5
English Spoken English, reading comprehension, writing composition	<p>Myths and Legends</p> <p>Children will begin to understand the idea of a "myth", and what features a myth has compared to other story types.</p> <p>We will read a variety of myths and will focus mainly on the Chinese story of Kuang Li and the dragon.</p> <p>Children will retell the story, using story language and using conjunctions of time and cause.</p>	<p>Myths and Legends</p> <p>Using the ideas from the previous week, children will design a story map to show the setting for their myth. They will learn about mythical beasts and will use this to design a mythical beast of their own, describing its features in detail.</p> <p>Finally, they will choose a hero for the story and plan their quest and the obstacles they will face.</p>	<p>Myths and Legends</p> <p>Children will use their planning to write their own myth in the style of the ones we have read.</p> <p>They will use paragraphs to organise sections such as the introduction, receiving magical items, and the final climax.</p> <p>Children will also be focusing on applying the grammatical skills we have been learning in class.</p>	<p>Non-Fiction: Diaries</p> <p>We will look at an example of a diary and how it recounts the events of a day and explores the feelings of the person who is writing.</p> <p>Children will write the diary of Howard Carter when he discovered the tomb of Tutankhamun, linked to our ICC topic. They will describe what he saw using the information they have discovered, and will make sure they describe emotions.</p>	<p>Poetry: Kennings, haikus and tankas</p> <p>Children will learn about different poetic forms and read collections of examples of kennings, haikus and tankas.</p> <p>They will look at the different types of vocabulary and rhythm that are used and use these to help them write their own poems in different forms.</p>
Vocabulary, Grammar and Punctuation	To learn to use conjunctions to express time and cause. Using commas in lists.	Use of inverted commas for direct speech. Creating similes and metaphors to enhance description.	Subordinate clauses within sentences. Use of paragraphs to group information around a theme.	The role of conjunctions. Selecting appropriate conjunctions for writing.	Formation of nouns using prefixes (eg super-, auto-).
Spelling	Use of spelling strategies and dictionaries	Words ending in -ture (picture, creature)	Words ending in -sure (treasure, enclosure)	Words ending in -tion (motion, commotion)	Words ending in -sion (division, decision)
Maths	Measurement: Measure capacity. Find fractions of litres and convert to millilitres. Multiply by 10, 100 and 1000. Answer word problems involving capacity.	Addition and Subtraction: Developing fluency in addition and subtraction of 3 digit numbers using partitioning and number lines and applying these skills in problem solving situations.	Measurement: Read analogue and digital 12 hour clock to nearest minute. Estimate and record time. Apply to real life situations and problem solving.	Statistics: Present data in bar chart. Solve one and two step problems. This will be linked to our science work on magnets, helping the children present their findings.	Multiplication and Division: Multiplying larger numbers using the grid method and division using known facts. Use of times tables facts to increase fluency.
I.C.C Ancient Egypt	Drama Entry Point: Go into role as a team of archaeologists. Travel to Egypt and carry out an archaeological dig, seeing what kinds of artefacts we can find. Establish the chronology of Ancient Egypt using a timeline. Come up with enquiry questions.	Find the location of Egypt and identify important locations and events in Ancient Egyptian history. To study artefacts and to use them to make deductions about the past. Learn about the Nile and how it shaped Egyptian history and development.	Look at the types of evidence that have survived from Egyptian times and what these tell us about their lives. Why was the invention of writing (hieroglyphics) so important? Finding out about Egyptian farming and comparing it to what we know about the Stone Age.	Visit to Castle Museum for "A Day With The Egyptians", looking at artefacts and taking part in art and drama. Make masks and canopic jars and learn about Egyptian beliefs about the afterlife. Find out about the discovery of Tutankhamun's tomb.	Create papyrus style paintings using watercolours, after looking at examples from Ancient Egypt and thinking about what they can tell us about Egyptian life. Recap our learning - what have we found out about Ancient Egypt?

Science Forces, magnets and springs	To establish and reinforce knowledge of forces and the idea of a force as a push or pull. Looking at balanced and unbalanced forces.	Use a forcemeter to measure how much force is needed to move an object on different surfaces.	To understand that magnets produce a force. Testing different materials for magnetic properties and looking at the use of magnets in everyday life. Investigate the poles of magnets, and whether magnets attract or repel each other depending on which poles are facing.	To plan and carry out a fair test to test the strength of different magnets. How can we measure how strong a magnet is?	Learning about how compasses work and why they always point North. Magnetising large needles to create a working compass.
Computing Coding and programming	We will explore the MIT "Scratch" program. Children will find out how to animate characters, create movement and design a simple maze game. Children will learn how to debug their programs and troubleshoot problems.				
R.E Why do Christians go on pilgrimages to Walsingham?	Engage: Children think about special journeys and imagine a journey they would love to go on, thinking about why people go on journeys. They learn that sometimes people journey for religious reasons.	Enquire: Children will think of questions they would like to find out the answers to, relating to pilgrimages.	Explore: Children look at various Christian pilgrimage sites around the world, including a focus on Walsingham, in order to find out how and why people go there on pilgrimage.	Evaluate: Children will look at what they have found out and will be able to explain the different reasons why Christians might choose to go on pilgrimages.	Express: Children create a guidebook for Christians wishing to go on pilgrimage to Walsingham, listing reasons to go and what they can expect on a pilgrimage.
P.E Multiskills	Children will be using skills required in many different sports, such as coordination, speed and reflexes. They will carry out a variety of different activities using PE equipment and will aim to improve their fitness as well as the skills required to complete each task well.				
Music	Pupils sing the song 'Old MacDonald.' They work out the melody by ear. They learn the term pentatonic and understand its use in the song.	Pupils sing the pentatonic song 'What You Got?' They compose an accompaniment from a given set of notes and perform this along with the song.	Pupils improvise using a C pentatonic scale. They refine their work by inventing different rhythms for their improvisation.	Pupils sing two pentatonic songs in groups at the same time. They add an accompaniment to the songs and perform as an ensemble.	Pupils take the lyrics from a poem and set them to music. They match the syllables of the words to different rhythms and use the pentatonic scale to create a melody.
French	Learning how to say the days of the week and the months of the year. Using this to help us say when our birthday is. Finding out about the French school week and year, and how French children celebrate their birthdays. We will be playing lots of games and singing songs to help learn the key vocabulary.				
PSHE/Circle Time PATHS	Feeling frustrated - what behaviours are OK and not OK?	What do you like and dislike? Expressing our opinions and remembering we're all different and that's OK.	SRE: Gender and difference. Challenging stereotypes.	SRE: Family differences. Who's in your family? What different types of families are there?	SRE: Caring for babies. How do parents care for babies? How might life change when you have a younger brother or sister?