

|  | Phase 1   | Phase 2   | Phase 3   | Phase 4   | Phase 5  | Phase 6   |
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| English Spoken English, reading comprehension, writing composition | <p>As a class we will be sharing a picture book (<i>The Dot</i>) focussed around the theme of self-confidence. We will be discussing the characters and how the author has portrayed them within the text.</p> <p>We will be learning about sentence structure as well as revising some of the basic punctuation rules.</p> | <p>Using another PSHE-based picture book (<i>The Girl Who Never Makes Mistakes</i>), we will continue to building on the previous weeks learning around sentence structure and punctuation.</p> <p>This work leads on to a short retelling of the story that the children will write independently.</p> | <p><i>The Fastest Boy in the World</i></p> <p>Children will learn about the importance of effective setting description within a story and how to do this within their own writing. They will take part in a number of activities to highlight the importance of clear descriptions and how vague details can cause the reader confusion.</p> <p>Children will learn how to use adjectives successfully within their writing in order to add description.</p> | <p><i>The Fastest Boy in the World</i></p> <p>Children will examine how speech and dialogue in a story can tell us more about a character’s personality and mood. They will look at how verb choices in particular will give the reader clues about how a character is feeling. Using a Thesaurus, children will identify different synonyms for the word ‘said’.</p> <p>Children will learn how to use inverted commas to correctly punctuate dialogue between characters.</p> | <p><i>The Fastest Boy in the World</i></p> <p>Children will examine a number of diary entries in order to identify common features of the text type. This includes first person, past tense, chronological order.</p> <p>They will explore how to effectively write a diary and help to write, edit and improve some shared diary writing.</p> | <p><i>The Fastest Boy in the World</i></p> <p>Children will continue to learn about and explore the features of diary writing. We will discuss how to recognise words that indicate the past tense.</p> <p>Using the text as inspiration, children will learn how to effectively plan and write a diary entry in character. We will then learn how to edit and improve work successfully.</p> |
| Vocabulary, grammar and punctuation                                | Understanding that simple sentences all contain a noun and a verb.  | Use of capital letters and full stops to accurately demarcate sentences.  | Looking at the use of adjectives within a text to add description. Using commas in a list.  | Using inverted commas to correctly demarcate speech within a text.  | Features of diary writing. First person, past tense.   | Past and present tense. How do words change depending on the tense?   |
| Spelling   | <p>Phonics - Phase 3 and 5 <i>ch, sh, and th</i> sounds.</p> <p>Children will focus on a variety of sounds each week as part of whole class phonics teaching.</p> <p>Where needed, intervention groups will be put in place to support or extend learners.</p>  | <p>Phonics - Phase 3 and 5 <i>ng, ai, and ee</i> sounds</p> <p>Children will focus on a variety of sounds each week as part of whole class phonics teaching.</p> <p>Where needed, intervention groups will be put in place to support or extend learners.</p>   | <p>Phonics - Phase 3 and 5 <i>igh, oa, and oo</i> sounds</p> <p>Children will focus on a variety of sounds each week as part of whole class phonics teaching.</p> <p>Where needed, intervention groups will be put in place to support or extend learners.</p>  | <p>Phonics - Phase 3 and 5 <i>ar, or, and ur</i> sounds</p> <p>Children will focus on a variety of sounds each week as part of whole class phonics teaching.</p> <p>Where needed, intervention groups will be put in place to support or extend learners.</p>   | <p>Phonics - Phase 3 and 5 <i>ow, oi, and ear</i> sounds</p> <p>Children will focus on a variety of sounds each week as part of whole class phonics teaching.</p> <p>Where needed, intervention groups will be put in place to support or extend learners.</p>   | <p>Phonics - Phase 3 and 5 <i>air, ure, and er</i></p> <p>Children will focus on a variety of sounds each week as part of whole class phonics teaching.</p> <p>Where needed, intervention groups will be put in place to support or extend learners.</p>  |
| Maths  | To understand the concept of hundreds using many different representations. Representing numbers to 1000 using hundreds, tens and ones.   | Understanding 3-digit numbers in relation to one another. Finding 1, 10 or 100 more or less than a given number using concrete resources to aid understanding.  | Comparing and ordering numbers to 1000 using the <, > and = signs. Counting forwards and backwards in steps of 50. Children will work through a range of fluency, reasoning and problem solving activities.   | Adding and subtracting multiples of 100. Adding and subtracting a 1 digit number to a 3 digit number. Investigating patterns that occur. Children will use concrete, pictorial and abstract methods.  | Adding and subtracting 3 digit numbers and tens. Adding and subtracting hundreds to a 3 digit number, spotting the link to adding multiples of 100.  | Adding and subtracting 2 digit and 3 digit numbers. Exploring the concept of “Exchange” and building on children’s understanding of place value. Children will use concrete, pictorial and abstract methods.  |

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| Science<br><i>What plants need.</i>   | Children discuss what plants need in order to grow and, as a knowledge capture activity, draw a picture of the best place to grow a plant. Children explore the school grounds in groups and find places where plants are struggling to grow and others where they are flourishing. They take notes and photos and make a list of the places where they didn't grow well. | Children investigate what happens to a plant when it isn't watered and create an illustrated timeline using to show what they think will happen when it is watered. They then gather data over a week to see how much water a plant needs by giving plants different amounts of water and comparing them against a control plant which is not watered at all. | Children consider whether plants need soil to grow. They compare and describe different planting materials and learn that different soils provide different nutrients. Groups plan and carry out a test to find out which soil is best for growing plants. | Working in small groups, children will create a poster to promote the benefits of using a specific soil types.  | Children look at their work from Lesson 3 and observe their results. They try to see if they can improve plant growth by adding fertiliser and explore different fertiliser labels to look for similarities and differences in ingredients. Children investigate, using fertiliser pellets, which quantity of fertiliser makes plants grow best. They decide how many pellets to add to each pot and use a control plant to improve the investigation. | Children harvest the plant they planted in Lesson 3 and make detailed observations about their growth. They annotate their drawings from Lesson 1, including details of how to make a plant grow better. Using their knowledge of what plants need, children grow a mystery plant. They make daily observations and measure and record how they grow when the plants begin to emerge. |
| Curriculum<br><i>What can we learn about ourselves and others?</i>                        | Children will work collaboratively to establish a set of classroom rules, reflecting on what it takes to be a good learner and how best to support others in their learning.<br><br>Introduction to PATHS pupil of the day, how to give a compliment and how to receive them.   | Children will learn that not all families are the same. They will examine different family make ups and reflect on their own.<br><br>They will also discuss the characteristics of what makes a family.   | Children will learn how to recognise and manage frustration and other uncomfortable feelings. They will consider how best to respond to a variety of scenarios and act this out through verbal reasoning activities.                                       | Children will explore the topic of diversity. They will firstly reflect on what makes them similar and different to their peers, before learning about the subject in greater depth. Emphasis will be placed on how diversity (and being different) is something to celebrated.<br><br>Children will create a piece of artwork to celebrate diversity within the class. This will act as a stimulus for further conversation. | Children will understand how disabilities may affect people in different ways. We will examine a variety of case studies where people with disabilities have had a positive impact on the world around them.<br><br>We will generate questions in preparation for an assembly led by somebody with first hand experiences of disabilities and caring for those with them.  | Through a series of short activities and discussions, we will examine commonly held stereotypes within society. Children will learn never to judge a book by its cover and to consider how it might make somebody feel by stereotyping them.  |
| R.E<br><i>How do people express commitment to a religion/worldview in different ways?</i> | Explore the idea of commitment by thinking of examples of commitment within the children's lives.<br>Discuss how these commitments may sometimes require a public declaration or initiation.  | Children will watch some videos of baptisms from different Christian groups and discuss the similarities and differences. Explore the idea of baptism as a commitment to the Christian faith.   | Children examine a Jewish declaration of faith; the Bar and Bat Mitzvah.<br><br>We will compare and contrast these events, their meaning and purpose with the Christian baptisms.  | Children will explore the history of Khalsa from the Sikh faith,  | Children will continue exploring the Khalsa and its significance to Sikhs. They will take part in a variety of drama activities to better understand this declaration of faith.  | Children will consider and reflect upon the Christian, Jewish and Sikh declarations of faith.   |
| P.E<br><i>Athletics</i>   | Children will explore running at slow, medium and fast speeds and will learn why the correct speed should be chosen depending on distance or duration of exercise.  | Children will explore changing direction quickly and effectively whilst moving at different speeds.   | Children will take part in activities to improve and challenge their foot speed and coordination.  | Children will take part in individual and relay running events; remembering what to do when it is their turn.   | Children will explore different ways in which to jump for height. They will learn how to use their legs, arms and bodies effectively when jumping.   | Children will explore different ways in which to jump for distance. They will learn how to use their legs, arms and bodies effectively when jumping.  |

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| Music                     | Pupils will learn about the four different families of instruments. They will learn how these are positioned in an orchestra and group themselves into sections. They will listen to and recognise different orchestral instruments. | Pupils will learn about the String section of the orchestra. They will be able to recognise and name string instruments from the highest sounding to the lowest. They will listen to Pachelbel's Canon and perform an arrangement of this as a duet on the keyboard. | Pupils will learn about the Brass section of the orchestra. They will listen to and recognise Brass instruments from the highest sounding to the lowest. They will listen to Dvorak's New World Symphony and perform an arrangement of this on the keyboards. | Pupils will learn about the Woodwind section of the orchestra. They will listen to and recognise Woodwind instruments from the highest sounding to the lowest. They will listen to Faure's Pavane and perform an arrangement of this on the keyboards. | Pupils will learn about the Percussion section of the orchestra. They will listen to and learn to recognise different percussion instruments. They will watch a performance of Connect It by Anne Meredith and then compose their own composition using percussion instruments. | Pupils learn about different keyboard instruments. They learn about and listen to the harpsichord, organ, celesta, accordion and synthesiser. They learn where notes are positioned on a keyboard and practice using all five of their fingers when performing. |
| French                    | Introduction to France and French culture.<br><br>Children will take part in a variety of games, songs and practical opportunities to use new language.  | Greetings.<br>"Hello, goodbye"<br><i>Bonjour, au revoir</i><br><br>Children will take part in a variety of games, songs and practical opportunities to use new language.   | Learning how to introduce yourself and say your name.<br><i>Je m'appelle</i><br><br>Children will take part in a variety of games, songs and practical opportunities to use new language.   | Introducing yourself<br><br>Children will take part in a variety of games, songs and practical opportunities to use new language.  | Asking "How are you?" and saying how you feel.<br><i>Comment ça va?, bien</i><br><br>Children will take part in a variety of games, songs and practical opportunities to use new language.  | "How are you?"<br><br>Children will take part in a variety of games, songs and practical opportunities to use new language.   |
| PSHE/Circle Time<br>PATHS | New Beginnings.<br><br>Children will take part in discussions to establish a set of classroom rules.<br><br>Sharing Box – Children will be introduced to the class sharing box, how, why and when to use it.                         | Introduce PATHS.<br><br>Children will be given a brief introduction to PATHS and the purposes of the sessions.<br><br>To help build trust, children will take part in a variety of getting to know you games.  | Exploring feelings.<br><br>Children will listen to variety of stories which will help them to identify some key 'comfortable' and 'uncomfortable' feelings.   | Calming down.<br><br>Children will learn about the PATHS traffic light system and how they can use this to calm down.  | Problem solving techniques and processes.<br><br>Children will examine a variety of scenario whereby they will discuss the best approaches to avoid confrontation or upset  | Reflection<br><br>Children will learn how to reflect on their experiences to help them know how to deal with future situations successfully.  |

Note: Our learning is organised into phases. These will usually progress so that one phase will last for one week, but occasionally we may organise the learning into different blocks.