

<ul style="list-style-type: none"> Vocabulary, Grammar & Punctuation 	<p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>noun, adjective, verb, adverb</p> <p>learn how to use: •sentences with different forms: command</p> <p>Sentence types - statement, questions and commands</p>	<p>Conjunctions</p> <p>Subordination</p>	<p>Inverted commas</p> <p>Conjunction</p> <p>Subordination</p> <p>commas</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>adjective</p> <p>Sentence types - statement, question, commands and exclamations.</p> <p>apostrophes for contracted forms</p>	<p>the present and past tenses correctly and consistently, including the progressive form</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>apostrophes for contracted forms and possession.</p>	<p>apostrophes for contracted forms and possession.</p> <p>Inverted commas</p> <p>Conjunction</p> <p>Subordination</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>learn how to use: •sentences with different forms: command</p>	<p>learn how to use: •sentences with different forms: questions, statements, commands, exclamations.</p> <p>Adjectives, verbs</p>
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<ul style="list-style-type: none"> Narrative (include outcome) 	<p>Stories cover over 3 weeks: Lucy and Tom Sally and the Limpet Suddenly Seaside (Geography) Narrative assessment week 7.</p>		<p>Traditional stories over 3 weeks: Little Red Riding Hood 3 Little Pigs Children write a new ending to the 3 Little Pigs.</p> <p>Stories with familiar settings: No Place Like Home Children write their own version of this story.</p>	<p>Stories with the same author: Quentin Blake stories for 3 weeks.</p> <p>Narrative assessment: Traditional stories (Goldilocks and the Three Bears)</p>	<p>James and the Giant Peach: Wanted Poster Description of fruit Character description</p> <p>Writing SAT</p>	<p>Writing assessment: Own extended story in the style of James and the Giant Peach.</p>
<ul style="list-style-type: none"> Non Narrative (include outcome) 	<p>2 weeks: Instruction Texts Children write own instructions for making a finger puppet. DT -Finger puppets.</p>	<p>2 weeks: information texts. Information leaflet advertising Saltburn in Victorian times. History - Victorian Saltburn 2 weeks: explanation texts Children explain the benefits of a balanced meal. Science - Animals inc Humans (health) Assessed writing - instructions how to make a healthy wrap.</p>	<p>Recounts for 1 week: Children write a recount from the viewpoint of a child living in Bangladesh. Geography: Bangladesh.</p>	<p>Newspaper reports for 1 week: Children write a newspaper report about the Great Fire of London. History: Great Fire of London</p>	<p>Instructions: Children write instructions for making a dress up doll.</p> <p>James and the Giant Peach: Letter Explanation of how James escaped the sharks.</p>	<p>Non-chronological reports: Children write a report about Florence Nightingale. History: Famous people (Florence Nightingale)</p>

<ul style="list-style-type: none"> Poetry (include outcome) 	Halloween poetry. Ch write a poem in the style of one they have read.					Minibeast Poetry - children write own poem in the style of another about an insect of their choice. Performance Poetry - children write, learn and perform poems to Y3.
MATHEMATICS (M) NUMBER <ul style="list-style-type: none"> Number and place value 	Week 1 and 2		Week 2		Week 1 Week 3,4,5 Sats Revision on all topics	Week 5
<ul style="list-style-type: none"> Addition and subtraction 	Week 3 and 5		Week 3		Week 2	
<ul style="list-style-type: none"> Multiplication and division 		Week 1 Multiplication 2 X Week 5 Division	Week 5 -Multiplication and Division	Week 3 and 4		Week 4
<ul style="list-style-type: none"> Fractions 		Week 3 Half / Quarters				Week 2
MEASUREMENT		Week 2 Time Week 4 - Measurement	Week 4	Week 1 - Money		Week 1 Time Week 6 - Money
GEOMETRY <ul style="list-style-type: none"> Properties of shapes 	Week 4					Week 3
<ul style="list-style-type: none"> Position and direction 		Week 6		Week 2		
STATISTICS	Week 6-		Week 6		Week 6	

<p>ART & DESIGN (A&D)</p> <p>Cross Curricular Links</p>	<p>Geography - Seaside locality ICT - Seaside postcards + 2Paint a Picture Science - Habitats</p>	<p>Watercolour painting L.S Lowry</p> <p>History - Seaside locality English</p>		<p>Drawing- Great fire of London pictures.</p>	<p>Sculpture Dali</p> <p>Science - Animals including humans</p>	
<p>COMPUTING (C)</p> <p>Cross Curricular Links</p>	<p>Graphics/Text 2 Publish+ 2simple 2type Geography The Seaside Science Plants and Animals Postcards</p>	<p>Sound Compose a piece of music using 2 simple software.</p>	<ul style="list-style-type: none"> Finding things out Exchanging and sharing information Reviewing, modifying and evaluating <p>Geography/Maths To recognise features of places. Identify types of weather experienced in places and seasonal change and their effects on people To find places on a map. To be aware of the similarities and differences between other countries and their own. Data handling Bangladesh Leaflet</p>	<ul style="list-style-type: none"> Finding things out Exchanging and sharing information Reviewing, modifying and evaluating <p>Geography/Maths To recognise features of places. Identify types of weather experienced in places and seasonal change and their effects on people To find places on a map. To be aware of the similarities and differences between other countries and their own. Data handling Bangladesh Leaflet</p>	<p>Control/Programing Beebots</p>	<p>Control/ Programming Discovery Coding</p>
<p>DESIGN & TECHNOLOGY (D&T)</p> <p>Cross Curricular Links</p>	<p>Textiles Puppets</p> <p>English - instructions</p>		<p>Food</p> <p>Science - animals including humans Geography - Bangladesh?</p>			<p>Mechanisms</p>
<p>GEOGRAPHY (G)</p>	<p>Seaside - human and physical features</p>		<p>Bangladesh</p>		<p>The UK and the World</p>	

<p>Cross Curricular Links</p>	<p>History - Seaside locality Literacy - leaflet ICT - Seaside postcards + 2Paint a Picture Science - Habitats</p>		<p>ICT - booklet</p>			
<p>HISTORY (H)</p> <p>Cross Curricular Links</p>		<p>Seaside locality</p> <p>Geography - Seaside locality ICT - Seaside postcards + 2Paint a Picture Science - Habitats Literacy - leaflet</p>		<p>Significant event - The Great Fire of London</p> <p>English - newspaper report</p>		<p>Significant individual - Florence Nightingale</p> <p>English - non-chronological report</p>
<p>LANGUAGES (L)</p> <p>Cross Curricular Links</p>						
<p>MUSIC (🎵)</p> <p>Cross Curricular Links</p>	<p>Pulse, rhythm, pitch Tees Valley Music</p>	<p>Christmas Production</p>	<p>Glockenspiel Stage</p>	<p>Pulse, rhythm, pitch I wanna play in a Band Rock</p>	<p>Pulse, rhythm, pitch Zootime Reggae</p>	<p>Pulse, rhythm, pitch Reflect , Rewind and Replay Western classic</p>
<p>PHYSICAL EDUCATION (PE)</p> <p>Cross Curricular Links</p>	<p>Gym Games Swimming</p>	<p>Gym Games</p>	<p>Games Dance</p>	<p>Dance Games</p>	<p>Athletics</p>	<p>Games</p>

<p>PSHE (PSHE)</p> <p><i>They consider what their opinions are and share their ideas with others. They describe some of the groups and communities they belong to and recognise that people in their communities are different. They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy). They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions.</i></p> <p>Cross Curricular Links</p>	<p>They consider what their opinions are and share their ideas with others. They describe some of the groups and communities they belong to and recognise that people in their communities are different. They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy). They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions.</p>	<p>Demonstrate that they can manage some feelings in a positive and effective way. Make simple choices about some aspects of their health and well-being. Explain ways of keeping clean. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p>	<p>Demonstrate that they can manage some feelings in a positive and effective way. Make simple choices about some aspects of their health and well-being. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p>	<p>Demonstrate that they can manage some feelings in a positive and effective way. Make simple choices about some aspects of their health and well-being. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p>	<p>Demonstrate that they can manage some feelings in a positive and effective way. Make simple choices about some aspects of their health and well-being. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p>	<p>Demonstrate that they can manage some feelings in a positive and effective way. Make simple choices about some aspects of their health and well-being. Explain ways of keeping clean. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p>
<p>RELIGIOUS EDUCATION (RE)</p> <p>Cross Curricular Links</p>	<p>How and why to Christians care for each other?</p>	<p>How and why do Christians care for others? Why are gifts given at Christmas?</p>	<p>Why is Moses important to the Jews? Why is the bible special to Christians?</p>	<p>How do Christians celebrate Easter?</p>	<p>What can we learn from a story from a saint?</p>	<p>What can we learn from visiting a church?</p>
<p>SCIENCE (S)</p> <p>Cross Curricular Links</p>	<p>Living things and their Habitats <i>Geography - Seaside locality ICT - Postcards</i></p>	<p>Animals including humans (Health)</p>	<p>Use of Every day Materials <i>English - explanations</i></p>	<p>Plants →</p>	<p>Plants</p>	<p>Animals including humans</p>
<p>EDUCATIONAL VISITS (EV)</p>		<p>Kirkleatham Museum</p>				<p>Church</p>

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