

Creative Friday display: A tudor street (representing a street in London in 1666)

Phonics/Spelling/vocab display: Phase 5 sounds and words.

Science display: Uses of everyday materials.

Geography/History display: The Great Fire of London 1666.

Week	Special	English	Maths	Science	PE	Computing	
	events	Focus text –	Theme/area –	Uses of everyday	Gymnastics (Premier	Purple Mash	
		The Jolly Postman or	Addition and	materials.	Sports - Thursday)	Questioning (week 1-	
		Other People's Letters	subtraction.		Dance (Wednesday)	6)	
		(week 1-6)				2 paint (week 7)	
		The Jolly Christmas					
		Postman (week 7)					
1		PSHE focus and getting to	The children will	The children will	<u>Gymnastics.</u>	Questioning.	
		know the text.	recall number bonds	share what they			
			to 20 identifying all	already know about	The children will	The children will	
		PSHE:	related facts. They	materials, for	begin by exploring	begin their learning	
		The children will explore	will develop an	example names of	and creating 2D body	by discussing	
		some of the PSHE	understanding of the	materials and what	shapes individually	different types of	
		curriculum for Term 2 and	relationship between	certain materials are	and in small groups.	houses, for example	
		carryout a range of	addition and	used for. They will	They will show how	semi-detached,	
		activities based on	subtraction and	then have the	to jump with control	detached, bungalow,	
		Celebrating Difference	know the purpose of	opportunity to share	and will progress to	flat etc. and will draw	
		(see PSHE section of plan.)	the equal, addition	what they would like	jumping off	a picture of what	
			and subtraction	to find out.	apparatus forming	their house looks	
		English:	signs. They will also		different shapes.	like. Then, they will	
		The children will predict	have the opportunity		After, they will	discover how many	
		what they think will	to discuss different		explore different	children in their class	
		happen in the text. They	strategies they could		travelling	live in each type of	
		will explore and use the	use to check addition		movements and	house.	
		conjunction 'because' to	and subtraction		learn how to balance		
		explain their thinking.	calculations.		on points and		
					patches. Towards the		
		They will also ask and			end of term, they will		
		answer questions about			build and create a		
		the section of the text			small group		
		they have read.			sequence which they		
					will then perform.		
		Phonics - Phase 5 (a_e and					
		e_e)					

punctuation taught last term, such as capital letters and full stops and explore grammatical a patterns in question sentences. Spellings — came, scrape, gate, ape, pavement, swede, these, concrete, delete, Pete. 2 Writing in role, missing values in missing values in missing values in to the 3 Bears. They will then correct and uplevel this letter using their knowledge of grammar and spelling taught so far this year. In addition, they will write a diary entry in the role of the Jolly Postman, where they will recap his day so far sharing his thoughts and feelings. Phonics - Phase 5 (i.e. and u.e.) Spallings — They not addition, they will be explore gramed mount phrases. Spellings — fine, invite, wife, hide, spine, cube, tube, filme, buge.	3	Persuasive writing.	The children will explore and recall	The children will be shown a letter from		Questioning.	
term, such as capital letters and full stops and explore grammatical patterns in question sentences. Spellings – came, scrape, gate, ape, pavement, swede, these, concrete, delete, Pete. 2 Writing in role. The children will explore informal writing by reading Goldilocks' letter to the 3 Bears. They will shill be the or calculations with similar knowledge of grammar and spelling taught so far this year. In addition, they will write a diary entry in the role of the Jolly Postman, where they will recap his day so		and feelings. Phonics - Phase 5 (i_e and u_e) Spag – They will be exploring pronouns and how to include these in their writing. In addition, they will be recapping expanded noun phrases. Spellings – fine, invite, wife, hide, spine, cube, tube, flume, huge.					
recapping basic	2	punctuation taught last term, such as capital letters and full stops and explore grammatical patterns in question sentences. Spellings — came, scrape, gate, ape, pavement, swede, these, concrete, delete, Pete. Writing in role. The children will explore informal writing by reading Goldilocks' letter to the 3 Bears. They will then correct and uplevel this letter using their knowledge of grammar and spelling taught so far this year. In addition, they will write a diary entry in the role of the Jolly Postman, where they will recap his day so	missing values in number sentences and explore calculations with similar digits, for example 2+5=7 so	explore everyday materials, for example wood, plastic, glass and cotton and identify their different uses. They will also explain why certain materials are used for some purposes and not for	This term the children will be working towards a class routine where they will be sharing their dreams, for example wanting to become a police officer, a firefighter etc. with another class. They will explore different movements and timings and will be introduced to basic	The children will reflect and review their learning from last week. They will then display their findings in a simple pictogram where they will orally answer questions, such as how many children live in a	

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	The children will explore	basic number bonds	the Jolly Postman		The children will	
	persuasive writing by	to 100 using different	explaining that he		explore yes and no	
	looking at the Wicked	resources to help	needs their help.		questions to separate	
	Witch's letter from the	them. They will also	They will begin by		different items. They	
	Jolly Postman. They will	explore and identify	predicting what		will be provided with	
	understand how some	a pattern when they	material they think		12 avatars and in	
	adverts are aimed at a	add one more and	will best keep paper		pairs they will ask	
	certain audience. They will	one less to a number.	dry. After, they will		each other yes and	
	then create their own		explain their		no questions to	
	advert for the 3 little pigs		thinking.		correctly guess their	
	where they will be		· · · · · · · · · · · · · · · · · · ·		partners chosen	
	applying expanded noun				avatar.	
	phrases in their writing.				avatar.	
	pinases in their writing.					
	Phonics Phono F/o cond					
	Phonics - Phase 5 (o_e and					
	u_e)					
	Spag – They will be					
	continuing to recap and					
	explore expanded noun					
	phrases and how to use					
	commas to separate					
	adjectives in a list, for					
	example the blue, small					
	butterfly.					
	Spellings –					
	bone, stone, cone, those,					
	phone, flute, cute, June.					
4	Writing in role.	The children will	The children will		Questioning.	
		recap their learning	carry out their			
	The children will explore	from last week,	investigation		The children will	
	formal writing by looking	discussing the	discovering which		recap their learning	
	at the letters sent to	patterns they found.	materials are		from last week and	
	Cinderella and the Big, Bad	They will use this	waterproof. Then		look at the 12	
	_	-	•			
	Wolf. They will identify	knowledge to help	they will share what		avatars. They will be	
	key differences between	them find 10 less and	they found out and		introduced to a	
	informal and formal	10 more of a	as a class respond to		binary tree where	
	writing, such as the choice	number. They will	the Jolly Postman.		they can separate	
	of language used.	show an			items and in pairs	
		understanding of			create their own.	
	They will then write a	place value and begin				
	letter of complaint to	to independently use				
	Cinderella's step mother	or draw resources to				
	explaining how she is	help them.				
	treating her unfairly.	-				
	,					
	1	l	l	1	l	

	Phonics - Phase 5 (ir and				
	1				
	ie)				
	Spag – They will be				
	exploring co-ordinating				
	conjunctions and how to				
	use these in sentences (or,				
	and, but.)				
	Spellings –				
	first, shirt, skirt, third, girl,				
	cries, lie, tries, fried, dried.				
5	Descriptive writing.	The children will	The children will	Questioning.	
		recap how to	predict and then	_	
	The children will look	partition a two digit	explore in small	The children will look	
	closely at the character,	number into tens and	groups how some	more closely into yes	
	The Jolly Postman, and	ones and understand	materials can change	and no questions.	
	participate in many drama	how this skill will	shape by squashing,	They will recognise	
	activities completing a role	help them when	bending, twisting and	what these questions	
	on the wall.	adding and	stretching. After,	help us to do but	
	on the wall.	subtracting numbers.	they will share their	they'll also recognise	
	The second Habitan are the	_	-	_	
	They will then use the	They will begin by	findings with children	the questions	
	information gathered to	adding and	in other groups.	limitations.	
	write a character	subtracting a 1 digit			
	description about his	number to and from			
	appearance and	a 2 digit number			
	personality. Within their	using a number line			
	writing they will be using	and base 10 as tools			
	conjunctions to extend	of support.			
	some of their sentences.				
	Phonics - Phase 5 (wh and				
	oe)				
	Spag – They will be				
	exploring subordinating				
	conjunctions and how to				
	use these in sentences				
	(when, if, that, because.)				
	Spellings –				
	white, wheel, which,				
	whisper, whiskers, toe,				
	goes, Joe, cargoes.				

	B . 10					
6	Retelling a quality text and	The children will use	The children will		Questioning.	
	instruction writing.	their knowledge of	carry out an			
		place value and how	investigation		The children will	
	The children will retell the	to partition to add	observing the		recap the limitations	
	text's main events using	and subtract two,	difference between		of yes and no	
	time conjunctions to	two digit numbers.	water and ice and		questions from last	
	support them.	During these	write a personal		week. After, they will	
		activities the children	recount about what		look at a database	
	They will then write a list	will be using the	they did and what		that allows us to ask	
	of instructions explaining	languge tens, ones	they found out.		more than one	
	to the Jolly Postman	and total.			question. Then they	
	where he needs to deliver				will open the	
	letters to tomorrow.				database on their	
					laptop and use it to	
	Phonics - Phase 5 (au and				answer questions.	
	ey)				'	
	Spag – They will be					
	recapping how to use time					
	conjunctions (first, then,					
	next) and will explore					
	grammatical patterns in					
	command sentences.					
	Spellings –					
	haunted, launch, August,					
	turkey, monkey, money,					
	donkey, chimney.					
7	Poetry.	The children will	The children will	1	Illustration of the	
,	roctry.	continue to look at	reflect on their		Christmas story.	
	The children will explore a	adding and	science learning this		Christinas story.	
	new text, The Jolly	subtracting two, two	term and share any		The children will use	
	Christmas Postman and	digit numbers but	new information they		2 paint to create an	
	highlight similarities and	where the ones cross	have learnt about		illustration from the	
	differences between this	a ten boundary, for	materials and their		Christmas story, for	
	text and the one looked at	example 27+14 or	uses. They will		example Mary and	
	during weeks 1-6.	31-18.	display their new		Joseph travelling to	
	during weeks 1-0.	21-10.	knowledge in the		Bethlehem.	
	They will then create		form of a mindmap		betiliellelli.	
	Christmas poems where		or on a poster.			
	-		or on a poster.			
	they will be looking closely					
	at rhyme and rhythm.					
	a.					
	Phonics - Phase 5 (ou and					
	ew)					

	Spag – They will recap and				
	apply the grammar taught				
	this term.				
	Spellings –				
	found, sound, cloud, out,				
	round, grew, chew, blew,				
	flew, few.				
Geography					
History	The Great Fire of London.				
Week 2	The children will begin by sharing what they already know about London. They will explore how London has changed and compare photos from the past and				
WEEK Z	present. They will then be introduced to the different jobs which an adult may have had in London in 1666. They will pariticipate in a discussion whether they				
	think that job needs to still be around today. They will then look closely at fire fighters. They will identify key differences, such as their uniform and				
	equipment and understand how a fire can be put out more quickly in 2020 than in 1666.				
Week 3	The children will begin to learn about the plague where they will have an opportunity to write and ask questions. Once they have gathered plenty of				
	information they will then write an engaging fact file about the disease which spread across London and understand that Samuel Pepys helped us as he recalled these events in his diary. Finally, the children will write a diary entry in the role of Samuel Pepys and write a 'keep safe' on parchement paper.				
Art	The Great Fire of London – A tudor street.				
Art	The dieat file of London – A tudor street.				
	The children will begin by creating 'fire' art work. They will be provided a choice of using paint or pastels to produce their piece. They will look closely at				
Week 7	mixing different colour paint and how to use pastels effectively. After, they will design and make 3D tudor houses using card. They will then look at and add				
	small details to their creations. When their tudor houses are complete, together they will make an old London street where they will explore how the fire				
	spread so quickly through the streets in 1666.				
DT	Fruit and plain scones.				
	The shildness will be signed by a suppose the suppose of the suppo				
Week 4	The children will begin by exploring how to make scones. They will design a scone which they would want to eat and make, and label the ingredients				
	accordingly. After, they will work in small groups to cook some scones. When their scone is cool, they will try it and evaluate the process of baking scones and				
	their taste.				
Music	Nativity songs.				
IAIMSIC					

Week 6

The children will participate in 'sign and sing,' learning some Nativity songs. They will then have the opportunity to perform them to another class.

In addition, they will use some instruments to accompany a recall of The Christmas Story where they will participate in discussions about which instruments will be best for which section of the story, for example using the sound of a triangle when the angel appears.











RE Week 5

The children will listen carefully to the Christmas story and will recall it in a comic strip and in small groups. They will explore the importance of certain characters, such as Angel Gabriel, Mary, Joseph and the Innkeeper, and understand that the story wouldn't be the same if one character was removed.



PSHE

Celebrating difference.

Week 1

The children will begin by exploring similarities and differences between what boys and girls enjoy to do. They will understand that sometimes people make assumptions. Following this, they will work as a class to group some statements under the headings agree, disagree and not sure. They children will then identify four similarities between themselves and the person sitting next to them. They will display these on a shield. In addition to identifying similarities and differences between themselves and others, they will also recognise and celebrate why it is good to be different.

Finally, the children will understand what the term 'bullying' means. Once they have explored this they will then create a friendship tree where they will identify feelings and strategies which they could use to support their friends.

