



Creative Friday display: Dragon eyes
PSHE display: Empowerment approach
English display: The boy who grew dragons
Science display: Living things and their habitats
Visitors/ trips: Ancient Greek day

Week	Special events	English Theme/ Focus text – The Boy Who Grew Dragons	Maths Theme/area – Four operations - Addition/subtraction Multiplication/division	Science Theme/area – Living things and their habitats	PE Theme/area – Gymnastics	Computing Theme/area – Coding	PSHE Empowerment approach
1 1 st – 4 th Nov	INSET DAY 5 th Nov	<u>Writing outcome</u> Book talk introducing new class text – wanted poster Grammar – Simple and compound sentences Spellings – Words with silent letters	Addition & Subtraction Add and subtract more than 4 digit numbers	To know about the life and work of Sir David Attenborough	PSHE week focus <ul style="list-style-type: none"> To be aware of different cultures To be aware of attitudes towards people from other races To enjoy the experience of another culture Understand how rumour-spreading and name-calling can be bullying behaviour To recognise and understand the differences between direct and indirect types of bullying To appreciate the value of happiness regardless of material wealth 		
2 8 th – 12 th Nov	Parent consultations	<u>Writing outcome</u> Spine poem Grammar – Complex sentences Spellings – Words with silent letters	Addition & Subtraction Subtract more than 4 digit numbers Round to estimate and approximate	To know about the life and work of Jane Goodall	Gymnastics Body Shapes- Lifts and holds	Coding Efficiently	Stage 1 intro: our brain

3 15 th – 19 th Nov		<u>Writing outcome</u> Information text – “How to look after a dragon” Grammar – Relative clauses Spellings – Words with u spelt ou	Addition & Subtraction Inverse operations Multi-step addition and subtraction	To be able to describe the life process of reproduction in some plants	Jumping shapes- Using apparatus	Simulating a Physical System	Stage 1: brain building: neuroplasticity
4 22 nd – 26 th Nov	Mock SATs Week	<u>Writing outcome</u> Character description – Creating a dragon Grammar – Expanded noun phrases – pre and post modification Spellings - Words with u spelt ou	Multiplication & Division Multiples Factors Common factors	To be able to explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Linking travel with jumps	Decomposition and Abstraction	Stage 2: brain shaping: what affects how our brain develops?
5 29 th Nov – 3 rd Dec		<u>Writing outcome</u> News report – dragon spotted in Chantry (FX Guru – Dragon fire) Grammar – Adverbials Spellings – Homophones & near homophones	Multiplication & Division Prime numbers Square numbers Cube numbers	To be able to explain the life cycle of a mammal	Balance with counter balance	Friction and Functions	Stage 2: brain shaping: what affects how our brain develops?

6 6 th – 10 th Dec	EYFS/ KS1 Nativity Ancient Greek Day	<u>Writing outcome</u> Non-fiction non-chronological report about dragons (Explore Dragonology) Grammar – Modal verbs Spellings – Homophones & near homophones	Multiplication & Division Multiple and divide by 10 100 1000	To be able to describe the life process of reproduction in some animals	Creating a small group routine (pairs)	Friction and Functions	Stage 3: brain control: The skills that help us to achieve well in learning and life
7 13 th – 17 th Dec	Xmas parties Xmas dinner Panto trip KS2 Carol Concert	<u>Writing outcome</u> Performance poetry (t'was the night before Christmas) Grammar – Possessive singular and plural s Spellings – Recap on spellings taught this term	Multiplication & Division Multiply 4-digits by 1-digit		Creating a large group routine (fours)	Introducing Strings	Stage 3: brain control: The skills that help us to achieve well in learning and life

Session	Learning	Curriculum links
Session 1 (Thursday)	Vases and columns <ul style="list-style-type: none"> An in-depth study of Ancient Greek architecture and sources left from the actual period in time. After studying, children to design and create their own vases. 	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
Session 2	Ancient Greece How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? <ul style="list-style-type: none"> When the Ancient Greeks lived, what was happening at the same time in Britain? Who were the ancient Greeks? 	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful

		<p>selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. Ancient Greece – a study of Greek life and achievements and their influence on the western world
<p>Session 3</p>	<p>How does Greece compare to us? A close look at Greece and its location in the world, exploring human and physical features and a comparison with UK.</p> <ul style="list-style-type: none"> Where is Greece in the world? Where is Greece in comparison to us? What are the physical geographical features within Greece? What are the human geographical features within Greece? How are the UK and Greece similar and different? 	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe <p>Physical & Human Geography</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
<p>Session 4</p>	<ul style="list-style-type: none"> sing the song with expression, and in two parts write lyrics for a new version of the song including appropriate actions can correctly identify the change of chord play the melodic riff starting on D sing the songs with expression and feeling 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations
<p>Session 5</p> <p>Creative Friday</p>	<p>Create a piece of art work using class text as the inspiration "The boy who grew dragons".</p> <ul style="list-style-type: none"> Explore dragon eyes and different techniques to make these. Practice with clay, exploring different techniques to join and mark make. Apply to create dragon eye. Evaluate techniques taught. 	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas.

		<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
Session 6 Ancient Greek Day	Ancient Greece How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? <ul style="list-style-type: none"> What was it like to live in ancient Greek times? What were some of the beliefs of Ancient Greeks? How have the Ancient Greeks shaped modern life? 	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <ul style="list-style-type: none"> The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. Ancient Greece – a study of Greek life and achievements
Session 7	End of term celebrations	
French To be taught weekly	Fruit <ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in French. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in French if they like a particular fruit. Say what fruits we like and dislike in French. 	Pupils should be taught to: <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

		<ul style="list-style-type: none">• write phrases from memory, and adapt these to create new sentences, to express ideas clearly• describe people, places, things and actions orally* and in writing Languages – key stage 2 3
RE To be taught weekly	Christianity Is the Christmas story true?	