

	<b>WEEK 1 12th Apr</b>	<b>WEEK 2 19th April</b>	<b>WEEK 3 26th April</b>	<b>WEEK 4 3rd May</b>	<b>WEEK 5 10th May</b>	<b>WEEK 6 17th May</b>	<b>WEEK 7 24th May</b>
<b>Maths</b>	Place Value – representing numbers to 100, counting on and back to 100, 1 more or less, ordering and comparing numbers.	Addition and subtraction within 20. Addition bonds using tens frames, Addition bonds using whole part diagrams, Addition problems.	Addition and Subtraction Subtraction as taking away, subtraction using tens frames, subtraction using whole part diagrams, subtraction problems.	Multiplication and division. Arrays of equal numbers Solving problems using concrete apparatus or pictures.,	Shape and position – 3 D shape names Turning half turns, quarter turns, clockwise and anti-clockwise.	Fractions – doubles halves and quarters .	Time – Measuring time, comparing times Reading clocks for O clock and half past. Solving problems about time.
<b>English</b>	<b>Traditional Story – Jack and the Beanstalk</b> <b>Read new words from story and match to pictures.</b> <b>Sort out a mixed up sentences about the story.</b> <b>Discuss and answer questions about the story.</b> <b>Act out story using Lolly stick Puppets.</b> <b>Share with the class.</b>	<b>Jack and the Beanstalk Traditional Story</b> <b>Write new words from the story.</b> <b>Complete sentences about the story/ put sentences in order.</b> <b>Talk about characters in the story – what do we know about them?</b> <b>How would you describe them?</b> <b>Retell the story in own words. Talk about features of fairy tales</b>	<b>Jasper’s Beanstalk</b> <b>Edit sentences from the story.</b> <b>Practise writing days of the week.</b> <b>Talk about meanings of gardening words – match to pictures</b>  <b>Talk about story and link to plants they are growing – write about own gardening experiences and write own days of the week gardening story..</b>	Jack and the Baked Beanstalk  Read the story and answer questions about what they know so far.  Discuss meanings of new words in the story and make own glossary.  Sort out a mixed up sentence about the story and add another sentence of own.  Model write their own ending from where they have got to. Children have a go at writing their own ending.	Jack and the Baked Beanstalk  Tell me grid – responding to the story.  Compare to Fair story Jack and the beanstalk – Double Bubble exercise  Plan own story about a magic beans by drawing a series of pictures.  Write own story by adding text to pictures or labels.	Reading – Exploring the features of a non-fiction book and finding information using the contents page and index.  SPAG – Exploring er to compare plants.  Writing – Instructions for how to grow a healthy plant.	The Smartest Giant in Town  Reading new words from the story – drawing in sound buttons and matching to items.  Sequence order of animals helped.  Explore use of suffix –est to say something is the most tall/big/smart/kind  Write a letter to the giant from one of the animals to say thank you and how he has helped them.
SPAG /Phonics	Spelling - ck Ext - igh Phonics - Split diagraphs Spag - Full stops	Spelling - all/ell Ext - shr/str Phonics - alternative pronunciations of ea and er.	Spelling - ill Ext - thr Phonics alternative pronunciation of -a and -y and ch	Spelling - ff Ext - double consonants	Spelling - ss Ext - double consonant + le Phonics - different ai graphemes - ai/ay/a-e Spag - prefix un	Spelling - bl/cl Ext - single consonant+ le Phonics - different ee graphemes - ee, ea, ey, e-e, Y	Spelling - pl/sl Ext - ou Different graphemes for the igh sound - ie/igh/i-e Spag - est

		Spag - ed	Spag - suffix - ing	Phonics - alternative pronunciation of ou.		Spag - er	
<b>Science</b>	<p>To explore plants that grow in our gardens</p> <p>To grow beans in a bag and a plant pot, to order the life cycle of a bean.</p> <p>Ongoing booklet to complete observing the plants.</p>	<p>Think about what plants need to grow - experiment of group idea.</p> <p>Ongoing booklet to complete observing the plants.</p>	<p>Ongoing booklet to complete observing the plants.</p>	<p>Ongoing booklet to complete observing the plants.</p>	<p>To go out into the field collect data about the types of plants that are growing around our school.</p>	<p>Recognising plants that grow in our local surroundings.</p>	<p>Measuring trees to find out which is the oldest as it has the largest trunk circumference.</p>
<b>Computing</b>	<p>To introduce e-books and 2Create a Story.</p>	<p>To continue a previously saved story. To add animation to a story</p>	<p>To continue a previously saved story. To add animation to a story</p>	<p>To add sound to a story, including voice recording and music the pupils have created.</p>	<p>To add sound to a story, including voice recording and music the pupils have created.</p>	<p>To work on a more complex story, including adding backgrounds and copying and pasting pages.</p>	<p>To use additional features to enhance their stories. To share their e-books on a class display board.</p>
<b>RE</b>	<p>Belonging in Judaism - Communicate and Apply - What groups do you belong? To identify how "belonging" to a group relates to their own lives and that of others. Explore how it feels to belong to a group - family/friends/class/sports club/cubs etc How would it feel</p>	<p><b>Enquire: What does belonging mean?</b> Making own kippah( prayer hat) and discussing how different clothes help people show they belong ( Tallit - shawl worn whilst praying in the synagogue) .</p>	<p>Contextualise -talk about how Jewish people show their belonging to the Jewish faith in the home. Explore artefacts etc</p>	<p>Contextualise - Find out about the story of King David and why he is an important person for Jewish people.</p>	<p>Evaluate –How does going to a synagogue help Jewish people feel they belong to their community?</p>	<p>Assessment – What have we found out about being Jewish and how do Jewish people show they belong to their community?</p>	

	if you didn't belong? What is good about belonging?						
<b>SMSC</b>	Social- Thinking about groups they belong to and what that means to them.	Spiritual- Enjoying the beauty of sunflowers through painting.		Cultural – Visit from Lionel to Oakfield.	Cultural – Finding out about the Jewish Synagogue.	Moral- thinking about whether Jack should have taken the "Golden Hen".	
<b>PHSE</b>	Harold's wash and brush up – The importance of cleaning our teeth.	Around and about the school – looking after our environment and not dropping litter.	What could Harold do? Exploring what to do if someone is unwell and also keeping medicines safe.	Taking care of something – "I completely want to know about guinea pigs " by Lauren Child.	Harold has a bad day – thinking about why it's important to be helpful and how it affects others if we are unkind and selfish.	Harold Learns to ride his bike - Exploring how learning isn't always easy and the learning line.	Pass on the praise
<b>History</b>		Read "A Street through time". Look at how housing has changed over time. Sequence some pictures of housing. Begin to notice the differences	Explore how what we have inside our houses has changed in the last 100 years. Explore old and new household objects.( Magic Grandad Programmes)	Bathtime in the past – with Magic Grandad	Transport in the past with Magic Grandad.		
<b>Geography</b>	Explore different housing people may live in today, name different types of housing..					Mark the location of the school on a simple local map and identify different buildings in Arreton.	Walk to the church and duck pond and notice what buildings and features they walk past.  On return to school draw a simple plan.
<b>Art and Design</b>	To talk about the work of a famous artist – Vincent Van Gogh "Sunflowers". What can they see in the picture? What colours are there? How does it make them feel.	Make their own Sunflowers painting – explore mixing paint to make secondary colours.	Observational drawings of leaves or seeds or flowers.	Leaf printing – linking to turning in Maths. Make a print tile and print using half or quarter turns to make a pattern.			
<b>Design Technology</b>					To look at scarecrows and discuss what their job is. Look at examples and discuss which maybe effective and fill in questionnaire.	Design a scarecrow – what materials will help it stand up?  How can we join materials together?	Construct scarecrows using junk modelling materials.  Evaluate their scarecrow.

<b>Music</b>		Jack and the Beanstalk BBC Music Programme					
<b>PE</b>							