

QUESTION: WHAT IS THE MAGIC OF ROALD DAHL?

	Week: 8 th January	Week: 15 th January	Week: 22 nd January	Week: 29 th January	Week: 5 th February	HALF TERM.
Mini Outcomes / Peer Critique.	Story setting – Shoebox of story setting.			Story and props.		
Special Events/ Launch Day / Visitors.	Launch day – Storytelling/ animals/ chocolate fountain. Golden tickets to be sent to the children over Christmas holiday. Roald Dahl – read a book – extreme reading. Vote for best one to win chocolate/ book. Visit Headland hotel – looking at settings. (Cream tea?)			Visit Library – explore what is at the library. Look at what is there?		
Peer critique.	Model of a character.			Story.		
Literacy	<p>Novel – BFG or Matilda – class book.</p> <p>Launch our text</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>Stage 4 Writing – choose, with some variation, effective vocabulary (verbs, adjectives) which add interest to the writing</p> <p>Writing - plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Writing - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>		<p>Draft and write by: in narratives, creating settings, characters and plot</p> <p>Draft and write by: organising paragraphs around a theme, making some links between paragraphs</p> <p>Writing - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Various sentence types; description, which sentence, subordinate clause, preposition, which.</p> <p>Writing - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Write their own story and then re write sections to improve their writing.</p> <p>Writing - evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Writing - NAHT KPI proof-read for spelling and punctuation errors</p> <p>Writing - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	HALF TERM.

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SPAG	<p>Writing - place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's</p> <p>Contractions</p>	<p>Writing - use the correct form of 'a' or 'an'</p> <p>Writing - to use tenses accurately (I lived, I have lived, I will live, I will be living)</p>	<p>Writing - use further prefixes (including nouns –super –anti) /suffixes and understand how to add them (English Appendix 1)</p> <p>Commas</p>	<p>Writing - use inverted commas and other punctuation to indicate direct speech</p>	<p>Writing - use of commas after fronted adverbials and to mark clauses</p> <p>Writing - use pronouns (he/ she/ his/ her) to avoid repetition</p> <p>SPAG and Gap analysis.</p>	HALF TERM
Numeracy	<p>Fractions.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by then.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fraction to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Add and subtract fractions with the same denominator.</p>				<p>Measurement: Time.</p> <p>Convert between different units of measure, e.g. hour to minute.</p> <p>Read, write and convert time between dialogue and analogue and digital.</p> <p>Solve problems – converting times.</p>	HALF TERM
Science	<p>compare and group materials together, according to whether they are solids, liquids or gases</p>	<p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	HALF TERM		

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History/ Geography	Study rivers, mountains, volcanoes and natural disasters		Use aerial photographs, ordinance survey maps and satellite maps to support study			HALF TERM
ICT	Most children will: use simple search tools to find information on CD ROMs and the Internet be aware of Internet safety rules	Most children will: import graphics and use the Picture Toolbar to choose the text wrapping use Page Setup to choose Portrait or Landscape page as appropriate	use the spell checker use Find, search and replace if appropriate	learn how to insert and use a simple table use the Zoom menu to view the whole page	know that mail can be sent all over the world electronically via computers (email)	HALF TERM
Art /DT	Select and name appropriate tools and equipment needed Know and choose which equipment is used for cutting, shaping joining and finishing. Know the characteristics of materials and components and select, depending on use.	Design an appealing and functional product for a particular audience. Create design criteria for a product.	Use sketches, labelled diagrams and notes to explain their design. Explain their ideas, the purpose, choice of materials, any necessary changes and how it will be made. Explain what they are making, why they are making it and what they will need to use, using the design criteria.	Create their own shoebox setting for use in the library.	Explore and analyse existing products against a set of criteria. Consider how products were made, why they are good (or not) and how effective they are at meeting their purpose. Suggest ways of improving their own and others' work based on how effective the product is. Consider how some people and products have helped the world.	HALF TERM

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PSHE/ Wellbeing/ Values	Health.	Health	Health	Health	Health	HALF TERM
	We know that we are all special. We try and help other people.	We know that we are all special. We try and help other people.	We know that we are all special. We try and help other people.	We know that we are all special. We try and help other people.	We know that we are all special. We try and help other people.	