

QUESTION: WHAT IS THE MAGIC OF ROALD DAHL?

	Week: 19 th February	Week: 26 th February	Week: 5 th March	Week: 12 th March	Week: 19 th March	Week: 26 th March
Mini Outcomes / Peer Critique.	Golden ticket and chocolate bars		Story stones for school library (One theme per week – week 1 planning ideas, designing and peer critiquing)			
Special Events/ Launch Day / Visitors.	Visit to chocolate factory (Wadebridge)		Wood carving workshops		Farm and Country day at RCS	Voting of best extreme reading
Peer critique.	Golden ticket invitation		Story stones to design and improve			
Literacy	Invitation writing Stage 4 Writing - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Stage 4 Writing - draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and sub-headings Stage 4 Writing - NAHT KPI draft and write by: organising paragraphs around a theme, making some links between paragraphs Stage 4 Writing – choose, with some variation, effective vocabulary (verbs, adjectives) which add interest to the writing	Editing and improving invitations Stage 4 Writing - evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements Stage 4 Writing - NAHT KPI proof-read for spelling and punctuation errors	Newspaper article Stage 4 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 Stage 4 Writing - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Stage 4 Writing – choose, with some variation, effective vocabulary (verbs, adjectives) which add interest to the writing Stage 4 Writing – write in an appropriate style showing awareness of the purpose of the writing Stage 4 Writing - NAHT KPI draft and write by: organising paragraphs around a theme, making some links between paragraphs Stage 4 Writing - draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and sub-headings		Instructions / recipe Revolting recipes Stage 4 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 Stage 4 Writing - evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements Stage 4 Writing - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	Instructions / recipes How to make a dream about *giants* Stage 4 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 Stage 4 Writing - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Stage 4 Writing – write in an appropriate style showing awareness of the purpose of the writing Stage 4 Writing - draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and sub-headings Stage 4 Writing – choose, with some variation, effective vocabulary (verbs, adjectives) which add interest to the writing

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SPaG	Basic punctuation Writing - capital letters, full stops, commas for lists, exclamation marks, question marks	Stage 4 Writing - the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Stage 4 Writing - NAHT KPI use adverbs, adverbial phrases and prepositions to express time and cause			Synonyms and antonyms Stage 4 Writing - spell further homophones	SPaG assessment and gap analysis
Numeracy	Decimals Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to ¼, ½, ¾ Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places					Money Solve simple measure and money problems involving fractions and decimals to two decimal places Estimate, compare and calculate different measures, including money in pounds and pence	
Science	Living things and their habitats James and the Giant Peach bug hunt – identify the features	Living things and their habitats Recognise that living things can be grouped in a variety of ways	Living things and their habitats Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Sorting keys for Roald Dahl creatures and other animals	Living things and their habitats The Giraffe and the Pelly and me – why were they chosen for their jobs? Classification and job adverts for various animals	Living things and their habitats Types of habitats Recognise that environments can change and that this can sometimes pose dangers to living things Global issues Natural dangers in various habitats, settings around the world	Changes and dangers James and the Giant Peach (growing and rolling), Fantastic Mr Fox (hunters), Matilda (newt), The Magic Finger (hunters), Esio Trot (growing and home), BFG (giants home and food), Charlie and the Chocolate Factory (oompa loompas), The Twits (birds and house, roly poly bird native), Charlie and the Great Glass Elevator (space snakes), The Enormous Crocodile (prey)	

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