	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)		\	Nood carving workshops	Farm and Country day at RCS	Voting of best extreme reading	
Peer critique.	Gold	len ticket invitation		Story stones to d	s 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 KP proof-read for spelling and punctuation errors	they are planni Stage 4 Writ dialogue), progra rr Stage 4 Writing Stage 4 Writing Stage 4 Writing Stage 4 Writing	 Newspaper article y - plan their writing by discussing writing similar to that which ng to write in order to understand and learn from its structure, vocabulary and grammar ting - composing and rehearsing sentences orally (including essively building a varied and rich vocabulary and an increasing ange of sentence structures (English Appendix 2) ng - choose, with some variation, effective vocabulary (verbs, adjectives) which add interest to the writing write in an appropriate style showing awareness of the purpose of the writing NAHT KPI draft and write by: organising paragraphs around a theme, making some links between paragraphs ng - draft and write by: in non-narrative material, using simple nisational 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	

SPaG	letters, full stops, commas for lists,	Stage 4 Writing - the range of sentences with mor clause by using a wider range of conjunctions, incl because, although		Stage 4 Writing - NAHT	KP1 use adverbs, adverbial phrases and prepositi express time and cause	ons to	Synonyms and antonyms Stage 4 Writing - spell further homophones	SPaG assessment and gap analysis	
Numeracy	Decimals Recognise and write decimal equivalents of Recognise and write decimal equivalents to Find the effect of dividing a one or two dig Round decimals with one decimal place to t Compare numbers with the same number of	$\frac{14}{10}, \frac{12}{10}, \frac{34}{10}$ git number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths the nearest whole number					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	habitats Explore classific help gro name a v things ir wider er Sorting	and use ation keys to up, identify and variety of living a their local and avironment keys for Roald catures and	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	hab Typ Rec env cha can dan Glol Nat	ng things and their itats bes of habitats cognise that ironments can nge and that this sometimes pose gers to living things bal issues trural dangers in ious habitats, tings around the Id	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)	

Geography	Study geographical similarities and differences between countries in Europe Refer back to Headland Hotel visit and links to Germany in the book and consider Matilda's hometown – compare and contrast	Study geographical similarities and differences between countries in Europe German and American culture experience afternoon	Children should be able to: -locate on a map using both human and physical characteristics - focusing on Europe Continents Identify map symbols	Children should be able to: -locate on a map using both human and physical characteristics - focusing on Europe Map quiz		-			
ICT	Google Earth to look at Germany and America	Use Scratch software to create a game (navigating BFG through giant country) • begin to experiment with on-screen control software to control outputs • experiment with on-screen control software to control outputs • be aware that the computer can be used to control external devices (outputs) eg lights, buzzers, motors and that these can be simulated by pictures on screen • with support, use on-screen control software to plan, create and run a simple set of instructions to make eg a light flash • evaluate and edit the instructions • predict the outcome of an algorithm							
Art /DT	Wood carvings Use more hardwearing materials to create 3D sculptures (cardboard, wood plastic etc)		Continue to develop their understanding of different types of pencils/leads to create line drawings and shading (including soft/hard leads and graphite, charcoal etc)	Decorate fabric using different methods (drawing, stitching etc)	DT – compare to BFG diet Understand why we need to eat a healthy, varied and balanced diet. Understand why we need particular food groups. Choose, prepare and cook dishes using different cooking techniques. Know which foods can be grown or reared locally.				
PSHE/ Wellbeing/ Values	Harmony We understand the consequences of our actions We understand right from wrong	Harmony We understand the consequences of our actions We understand right from wrong	Harmony We understand the consequences of our actions We understand right from wrong	Harmony We understand the consequences of our actions We understand right from wrong	Harmony We understand the consequences of our actions We understand right from wrong	Harmony We understand the consequences of our actions We understand right from wrong			

lifest	acter choices and	Character choices and				
	styles / scenarios	lifestyles / scenarios				
	e.g. adoption)	(e.g. adoption)	(e.g. adoption)	(e.g. adoption)	(e.g. adoption)	(e.g. adoption)