

QUESTION: HOW CAN WE MAKE SURE FAIRYTALES ARE NOT FORGOTTEN?

	Week: 4.1.18 (2 days)	Week: 8.1.18	Week: 15.1.18	Week:22.1.18	Week: 29.1.18	Week: 5.2.18
Outcomes.	Mini outcome 1: Fairy tale reviews and story maps for puppet show Mini outcome 2: Picture invitations for FS					
Special Events/ Launch Day / Visitors.		Fairytale Tea Party – explore fairy stories and activities Puppet show or story teller				
Peer critique.			Pictorial invitations for FS			
Literacy Handwriting daily where possible  Comprehension paired in afternoons – include poetry and look at the reading test questions types  Spellings sent home from the beginning of terms with spelling activities		Learn a story – imitate <i>Making inference                      on the basis of                      what is being said                      or done</i> Grammar: revisit adjectives, verbs, nouns Outcomes from Big Write. Work on – Punctuation – sentence types co –ordination/ subordination.	Investigate grammar and response to text – different types eg wanted poster, invitation, letter etc  Grammar: possessives apostrophes (also investigate noun phrases, sentence types) Co –ordination /subordination- ongoing focus  <i>Write for different                      purposes</i>	Introduction Explore fairytales – common themes, group characters etc By the end of the week choose three stories per class to focus on <i>Discuss                      their favourite                      words and phrases.</i>  Modelled write – How will make the story unforgettable? Eg write an exciting introduction. Innovate <i>Consider what they                      are going to write</i>	Invent for two days then <i>Consider what they                      are going to write                      before beginning                      by planning what                      they are going to                      write about, write                      down ideas and/or                      key words including                      new vocabulary</i> Three stories per class focus – 1) Describe characters and setting 2) Draw a story board of events 3) Speech bubbles	Text for each group  Higher ability story map Others story boards to help them retell story  Speech bubbles - dialogue Sentences types <i>Read aloud what hey have                      written with appropriate                      intonation to make the                      meaning clear.</i>  Grammar: Suffixes, link with spelling

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		<p>This half-term focus on <i>making simple additions, revision and corrections to their own writing by evaluating their writing, rereading and proofreading</i> (look at NC for full objectives)</p> <p><i>Become increasingly familiar with and retell a wider range of stories and traditional stories</i></p>		<p><i>before beginning by planning what they are going to write about, write down ideas and/or key words including new vocabulary.</i></p> <p>Grammar: Suffixes, link with spelling</p> <p>Statement and exclamation sentences</p>	<p>4) reviews</p> <p>By the end of week, six short simple texts based on the children's idea. Children to choose two favourite stories and teachers put the children into groups based on choice</p> <p>Grammar: Suffixes, link with spelling</p>	
<p>Numeracy</p> <p>Afternoon sessions</p> <p>Challenged based learning and workshops</p>		<p>Number: Division</p> <p><u>Multiplication and Division</u> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Begin Rock Star Maths</p>		<p>Statistics</p> <p><u>Statistics</u></p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p>		<p>Geometry: properties of shape</p> <p><u>Geometry- properties of shape</u> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>

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Science			Jack has been given some magic seeds for his cow. What sort of seeds are there? Sort and count–Sing song. Handling data. <i>Gather and record data to help answer questions. Identify and classify.</i>	Look at Jack’s seeds. Song Plant beans and seeds. Questions eg will the biggest seed grow into the biggest plant?	Plant some bulbs to grow around the story characters’ cottage. Last week’s planting - <i>Observe closely using equipment Using their observations and ideas to suggest answers to their questions</i>	Continue observations  Goldilocks – porridge. She wants to find out are porridge oats tastier with sugar or salt? What is the texture like? Can we make a memorable porridge?
History/ Geography						
ICT Accelerated Reader TT Rock Stars ipads	Link with other subjects					
RE		<i>Explore how religious ideas and beliefs can be expressed through the arts</i> Christian Christmas story – can you retell it using artists’ pictures?	Community – our families and belonging <i>Identify the importance for some people of belonging to a religion and the difference it makes to communities in Cornwall</i>	Introduce Judaism – communities of believers Use planning Summer 2017 Link with themes/ characters in fairytales IALT name and explore a range of celebrations, worship and rituals. Purim Shabbat		Judaism – <i>I am learning to recognise that religious teachings and ideas make a difference to individuals, families and the local community.</i> Being good Mitzvoth
Music	Use of fairytale songs in Science					

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Spanish		Start using BBC Schools Spanish before RWI				
Art /DT			<p><i>Continue to explore pencils and paints to create piece of art</i></p> <p><i>Introduce chalks and pastels to broaden the range of drawing techniques</i></p> <p>Peer critique process – fairytale pictures for invitations</p> <p>How are fairytales remembered? Look at artists' pictures eg Victorian art</p> <p><a href="http://www.darkroastedblend.com/2015/06/enchanting-victorian-fairy-tale-art.html">http://www.darkroastedblend.com/2015/06/enchanting-victorian-fairy-tale-art.html</a></p>		Pictorial invitations for FS – explore levers and sliders in books and use for fairytale invitations	<p><i>Explore and use levers and sliders to move part of their product</i></p>
PSHE/ Wellbeing/ Values		<p>Dreams and Goals Year 2 – see LOs in folder</p> <p>TB use planning and organise resources in PPA</p>				→
PE		<p>Gymnastics – see learning objectives in LCP</p> <p>Net games – see LOs</p>				→

Literacy – imitate and grammar week build in dictation and project work, innovate build in slow write, invent independent. Shirley Clarke