

QUESTION: WHO AM I?

	Week: 16.4.18	Week: 23.4.18	Week: 30.4.18	Week: 8.5.18 (4 days)	Week: 14.5.18	Week: 21.5.18
Outcomes.	I am special – poems about ourselves for the scrapbooks, digital illustrations for scrapbook			I am healthy – healthy eating report, menu – for the scrapbook		
Special Events/ Launch Day / Visitors.	Launch day – skills/ workshops – celebrating interests eg Go Active sports, AT music workshop, TB baking, SSS Art, TN Maths games. Plus bring in items to show interests/ what they are good at. Adults take photos for scrapbooks. Plan in other professionals and parents who could lead workshops.				Visit to St Austell College? Healthy eating/ food groups or Farm to Fork (but have used this service this year)	
Peer critique.	Complete and improve photos and a poem					
Literacy Handwriting daily where possible Comprehension paired in afternoons – include poetry and look at the reading test questions types	Poetry read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation reading comprehension of poems •develop pleasure in reading, motivation to read, vocabulary and understanding by: •listening to, discussing and expressing views about a wide range of contemporary and classic poetry•recognising simple recurring literary language in stories and poetry.	Creative writing/ narrative – Literacy Shed/ imaginative text eg Bad Teddy. Description or Address gaps in grammar from test ing. Write narratives. Proof read and make simple additions. Commas in lists. Use of adverbs Description as assessed writing. Book of butterflies filmclip.			Non-fiction – report writing Consolidating gaps from framework. What makes a healthy life style ? Which foods are healthy? Imitate – healthy food Invent what else makes us healthy? Information text .	

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Spellings sent home from the beginning of terms with spelling activities

- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about books, poems
- WritingPupils should be taught to:
- develop positive attitudes towards and stamina for writing by: •
 - writing poetry
 - writing for different purposes
 - consider what they are going to write before beginning by: •planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
 - make simple additions, revisions and corrections to their own writing by: •evaluating their writing with the teacher and other pupils
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proofreading to check for errors in spelling, grammar and punctuation (for

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	<p>example, ends of sentences punctuated correctly)</p> <ul style="list-style-type: none"> •read aloud what they have written with appropriate intonation to make the meaning clear <p>Week 1 description of ourselves.</p>				
<p>Numeracy</p> <p>Afternoon sessions</p> <p>Challenged based learning and workshops</p>	<p>Short Spring term so still content to teach from Spring 2</p> <p><u>Measurement: length and height</u></p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p><u>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</u></p>	<p>Week 1</p> <p><u>Position and Direction</u></p> <p>Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p>	<p>Week 2</p>	<p>Week 3</p> <p>Maths lessons – continue to give SATs examples to solve. Intelligent practice – continue to focus on all four operations.</p> <p>Allow time for solving two step problems as well.</p>	<p>Week 4</p> <p><u>Problem solving and Efficient methods.</u></p> <p>Week 5</p>

pm Maths cross-curricular recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, objects or quantity

Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ (revisiting) – link with ourselves and money (eg half of a pizza costs...) Also bring in measures! Cooking – half of a litre, quarter of a cheese straw, half of a teaspoon....

Recognise and use symbols for pounds (£) and pence in a particular value, find combinations of coins that equal the same amounts of money,

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Science	Science – alive, dead How do I take care of my body? instructions Parents who are nurses, doctors, dentist? What are my special requirements? I like... I don't like..., I can eat, I cant eat... Going to the doctor, link with sex ed <i>Describe the importance for humans, exercise, eating the right types of food and hygiene</i> <i>Explore and compare the differences between things that are living, dead and never been alive.</i> <i>Identify that animals including humans have offspring that grow into adults</i>			Healthy eating link with literacy and DT Being healthy Being active – involve parents bring in photos or drawings of being active at home Outdoor activities Invite in people to try out different sports/ active tasks <i>Describe the importance for humans, exercise, eating the right types of food and hygiene</i> <i>Find out how the shape of solid objects of some materials can be changed through squashing, bending, twisting and stretching</i> cheese twists, explore ice, jelly, chocolate etc. link with the royal wedding (book <i>The Jelly That Wouldn't Wobble</i>)		
History/ Geography	Not a focus this term					
ICT Accelerated Reader ipads	Digital illustrations – Green Screen, print screen shots Take pictures add text upload and print Using ipads to take pictures. Use technology to create , organise, store and retrieve digital content.- take photos and add text , draw and					
RE	<i>Reflect on spiritual values that affect their own behaviour.</i>					
Music	Songs about ourselves, their music, pop music over time, wedding music <i>Know music can be played or listened to for a variety of purposes, in history and different cultures</i>					
Spanish	BBC Schools					

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Art /DT	Invite Kirsty Carter in at some point in the term to design front cover of scrapbook with the children			Healthy eating – link with literacy What colour is your plate? Design a fruit salad... <i>Understand what a healthy and varied diet is</i> <i>Use knowledge of healthy eating to prepare dishes</i> <i>Understand where food comes from – plant or animal</i>		
PSHE/ Wellbeing/ Values	TB plan Changing Me <i>I can identify some ways in which my friend is different to me</i> <i>I can tell you why I value this difference</i> <i>I can recognise physical differences between boys and girls</i> <i>Use correct names for the parts of the body</i> <i>I can tell you what I like, don't like about being a boy or girl</i>					
PE	Athletics Fitness activities Go active multi skills- free session.	Throwing / catching Maths direction and movement focus in sessions	Running / jumping	Jumping	Running	Throwing Multi skills

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