|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **­Subjects** | **Week 1**  **Date:** | **Week2**  **Date: 9/9/19** | **Week 3**  **Date: 16/9/19** | **Week 4**  **Date: 23/9/19**  **Assessment week** | **Week 5**  **Date: 30/9/19**  **Assembly** | **Week 6**  **Date: 7/10/19** | | **Week 7**  **Date: 14/9/19** | **Week 8**  **Date: 21/9/19** |
| **Math’s:**  Recap x tables: 2-5x, 6-9x tables. | Assessment: place value, ordering numbers.  Comparing numbers.  **TH-H-10-1s**  Writing numbers in boxes, neatly.  Adding 2 digit numbers together. | Adding 2 digit numbers together.  Adding 3 digit numbers together.  Doodle times tables-recap 2-5x,  Verbal recap counting in 6s, 7s and 9xs. | 2 number subtraction  3- number subtraction.  Mixture-of 3, 2 1-digit numbers.  Verbal recap counting in 6s, 7s and 9s. | 2 number multiplication  3- number multiplication.  **Intro-method**  Mixture-of 3, 2 1-digit numbers.  **Chn mark own work.** | Verbal recap counting in 6s, 7s and 9s.  6x tables. 7x tables.  **Fractions RECAP-**  Equivalent fractions.  Add and subtract **fractions** (same denominator) | Verbal recap counting in 6s, 7s and 9s.  9x tables.  Timed multiplication tests-Doodle Math’s.  **Multiply** a 3-digit number to a 1/2-digit number. | | Use mental Math’s to solve addition and subtraction facts to 20 to solve larger problems.  86-16= Chn may use partition numbers. | **Decimals-**compare numbers with same number of decimal places. (Up to 2 places)  **Money-**  Solve simple money problems involving fraction/decimals to 2-places. |
| **English:**  **About Dragons-writing descriptions.**  Alliteration, metaphors and simile, onomatopoeia.  Reading Beowulf to reinforce and to write **poetry.** | Draw a dragon. (on paper)  Compare drawings-list body parts (on board)-look at images-refer to own drawings label/annotate- **Intro-**description using Figurative language. (3 sentences) | Chn look at images of Dragons.  Chn read 2 paragraphs about Dragons.  Chn write sentences using an embedded clause to provide additional detail on the Dragons, appearance (eyes or mouth) or movement. | Can I begin to write a dramatic piece of writing.  **Intro-**boring ‘compound’ sentence. Chn improve sentence. Read aloud-read 2 extracts-chn comment on 2, what’s is good/bad- functions of words (overwhelmingly/immediately) intro-elements , eg similes, metaphors ect.  Dragons in flight. | \*Revisit extract 1- chn identify figurative lang’  **Similes**-savage claws as sharp as daggers.  **Metaphors-** terrifying inferno; a towering erupting volcano.  Chn read to each other with eyes closed. | **Dragon Poetry-**  Chn write a ‘Diamante poem.’  **1**-Dragon/s  **2**-two adj about 1  **3**-3 verbs about 1/7  **4**-short phrase  **5**-3 verbs about 7  **6**- two adj about 7.  **7**-subject.  And Cinquain.  **1-**2 syllables. **2**-4 syllables-**3**-6 syllables. **4** 2 syllables. | **Dragon Poetry-**  **Tyburn poem.**  **1**-+ing (2 syllables)  2 ing (2 syllables)  3 ing (2 syllables)  4 ing (2 syllables)  5 phrase (using word 1+2)  6 phrase (using 3+4) | | **Dragon Poetry- Limerick**  'There was a....' and ends with a name, person or place.  The last line of a limerick is normally a little farfetched or unusual.  A limerick should have a rhyme scheme of aabba:  This means lines 1,2 and 5 rhyme and lines 3 and 4 [**rhyme**](https://www.youngwriters.co.uk/terms-rhyme).  Also, lines 1,2 and 5 should have 7 – 10 [**syllables**](https://www.youngwriters.co.uk/terms-syllable) and lines 3 and 4 should have 5 – 7 [**syllables**](https://www.youngwriters.co.uk/terms-syllable). | **Dragon Poetry- Ode.**  Odes use [**similes**](https://www.youngwriters.co.uk/terms-simile), [**metaphors**](https://www.youngwriters.co.uk/terms-metaphor) and sometimes a technique called [**hyperbole**](https://www.youngwriters.co.uk/terms-hyperbole).  Chn describe all of the things that they **love** about Dragons.  Chn use features, films they have seen or books they have read. |
| **Progression of skills/skills used.** | Writing a description on a dragon for dramatic effect. Chn reread and edit. | Infer meaning in writing and retrieve meaning from reading. | Begin to create a series of paragraphs describing a dragon.  \*Revisit extract to draw out elements of figurative writing. | Chn revisit work and edit.  Chn draw look at/ draw images to evoke thoughts for writing. | Chn listen to examples and recreate a dragon themed poem.  Chn practice reading the poem \*Limeric\* | | 'There was an old man with a beard Who said, 'It is just as I feared, Two owls and a hen A lark and a wren Have all built their nests in my beard!' | |  |
| **RE:**  **In the beginning.** |  | Can I find genesis 1? What do I think this book is about? | What happened in Genesis 1? | What is the Laudato Si’ and what is it telling us? | What is the Yahwist trying to tell me in Genesis 2? | What is prayer? | | What is Psalms 100 telling me? Can I make my own? |  |
| Class Saint St David.  Chn create Cinquain poems. (5 lined poems) | What happens in Genesis 2? | Can I compare Gen 2 and 1? What is the same/different? | Can I write a letter, responding to Pope Francis? | What is ‘P’ trying to tell me in Genesis 1? | What are Psalms? | | Assessment  **At Level 1 of AT 1 (ii)** |  |
| **Science:**  **Animals** |  | Food chain  Consumers or producers?  Can I create my own list of consumers and producers?  Chn split page in half with a ruler, create own headings. | Food Chain  -What is a food chain?  -Food chain card game activity | **Habitats and the animals-** Can I create a grid, sorting animals into habitats?  Chn create food chains based on arctic and habitat.  What is the difference between a food chain and food web? | **Food Chain / Classification of vertebrates and invertebrates?**  -Chn group pictures of animals and explain their groupings  -What are vertebrates and invertebrates? | **Classification**  -Mammals  -Birds  Which animals fall into these categories? What are the features of each category? Where do you find these animals? Other interesting points  <http://downloads.bbc.co.uk/schools/teachers/ks2worksheets/bbc_teachers_ks2_science_worksheet_food_chains.pdf> - key activity | | Classification  -Reptiles  -Fish  Which animals fall into these categories? What are the features of each category? Where do you find these animals? Other interesting points | Can I create a dragon food chain?  Chn start from dragon working backwards. |
| **Computing:**  **Multi-media and processing.**  **Using an Online thesaurus.** | Can I type up and edit my Dragon description? | Can I type my Literacy work in best?  -chn choose an application. | Can I use a painting application to create a Dragon? | Can I use an iPad to research the Creation stories? | | Can I use an iPad to research Dragons in Art? | | Can I begin a dragon fact sheet or pamphlet? |  |
|  | <https://www.collinsdictionary.com/dictionary/english-thesaurus> | |
| Internet safety. | Internet safety. | Internet safety. |  | Internet safety. | | Internet safety. |  |
| **History-**  **Dragons in history/culture.**  **Book ‘Dragons’ by Gerald Legg.** | What do I know about dragons?  Where can the be found?  What can dragons symbolize?  Are there any Dragon remains? | George and the Dragon  Can I listen to and recall facts about the legend? | St George in the modern day.  What in St George the patron Saint of?  What does the flag symbolize? | Do I know any festivals that have dragon themes?  Chinese new year & Dragon boat festival. | Dragon myth- The story of the dragon mother. Pg 26. | Researching dragons-  Chinese Dragons in Art. | |  | Dragons around the world |
| **Art and DT:** | Can I finish my dragon drawing? (from English) | Can I create my own still of George and the dragon in battle? | | Can I draw a Chinese dragon using the correct symbols (from mandarin) | Dancing Dragon buildings-  <https://www.designboom.com/architecture/adrian-smith-gordon-gill-dancing-dragons/>  Can I design my own building using dragon features? | | | Dragon art in computing. |  |
| **Music**  **Dragon themed songs.** | Puff the Magic Dragon song | | Songs from the film Pete s dragon | |  |  | |  |  |
| **PE:** |  | Netball  -Practise various style of passing | Netball  -Develop passing, include movement. | Netball  -Practise shooting  -Develop knowledge of positions and legal/illegal movement. | Netball  -Practise shooting  -Develop knowledge of positions and legal/illegal movement. | Netball  -Use all skills to play games  passing | | Netball  -Use all skills to play games  shooting | Netball  -Use all skills to play games  Teams and points. |
| **PSCHE/SEAL/P4C**  **Zones of regulation.** | New beginnings-  Answer children’s questions. | | Read: **George and the Dragon**.  Story. Talking about George and what he faced | Based on children’s interests. | | | | | |
| **Trips, displays, events** |  |  |  |  |  |  | |  |  |
| **Other resources/Useful websites:** | <https://www.collinsdictionary.com/dictionary/english-thesaurus> | | <http://www.draconika.com/types.php> | |  |  | | |  |