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| **­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 subtraction3- number subtraction.Mixture-of 3, 2 1-digit numbers. Verbal recap counting in 6s, 7s and 9s. | 2 number multiplication3- 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 beardWho said, 'It is just as I feared,Two owls and a henA lark and a wrenHave 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 chainConsumers 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 -BirdsWhich 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-FishWhich 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 DragonCan 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 gamesshooting | Netball-Use all skills to play gamesTeams 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> |  |  |  |