

	Week 1 5.6.17	Week 2 12.6.17	Week 3 19.6.17	Week 4 26.7.17	Week 5 3.7.17	Week 6 10.7.17	Week 6 17.7.17
Special Events	Polling Day - 8th			Eid – 26 th		50 th Celebration – 14 th	
Literacy	Text: Lion, Witch and the Wardrobe Children will explore the setting and describing entering a new world. Children will brainstorm connections with other texts and films to list 'portals' they know. Children will use the idea of the wardrobe and change the setting to the school to write the opening of a story Grammar: present perfect tense	Clip from literacy Shed: Adrift Text: The Faraway tree Using the film clip Adrift children practise inference and deduction. Children write a recount focusing on the past progressive Read part of the Faraway tree when children visit the world at the top of the tree. Discuss what world they would create at the top of the tree. Grammar: past progressive	Text: The Faraway tree Children use role play to act out their world at the top of the tree. Children write and make a brochure of their world. Children use their shoebox worlds to support writing. Children write an adventure that might happen in the their imaginary world with a focus on the correct use of tense. Grammar: Using tenses correctly	Clip from literacy Shed: Adrift Text Coraline Children create dialogue between the two characters in the clip adrift using informal language. Read the start of Coraline - investigate what makes the other world scary. Grammar: Using the rules of speech including informal language	Text Coraline Children create their own character for imaginary world – either frightening like angry mother or friendly like Mr Tummuns or a character from the faraway tree. Children write a character profile. Grammar: Apostrophes	Writing instructions Children learn the features of instructions and use them to explain how they made their musical instruments.	
Maths	Money Children will estimate, compare and calculate different measures of money in pounds and pence	Time Recap previous learning on telling the time. Teach children 24 hour clock and problem solving involving time problems	Statistics Continue to focus on different scales and problem solving using different graphs.	Problem solving Recap formal methods of 4 operations – use these to solve a range of problems focusing on positive integar, scaling problems and correspondence problems	Problem solving Recap formal methods of 4 operations – use these to solve a range of problems focusing on positive integar, scaling problems and correspondence problems	Measurement Converting units of measure of weight and capacity. Children complete practical activities estimating and measuring to check estimates. Children will practise reading various scales and problem solving including 2 step problems.	

Science	<p>What happens to sound when we get further away from it?</p> <p>I can recognise that sounds get fainter as the distance from it. After listening and recording sounds as a group children investigate how the sounds of the drum changes depending on the distance away from it. Children think about what stays the same and what is observed before recording and making conclusions. Children then problem solve – where to put the fire alarms in the school.</p>	<p>What is sound?</p> <p>I can recognise that vibrations from a sound travel through a medium to the ear</p> <p>Children carry out different mini activities to find out that sounds are caused by vibrations. Discuss with children what ‘sound’ travels through and where it ends up (i.e. through the air and into their ears). Model how we can represent a sound wave by using an air cannon, a slinky and the children act it out. Order events to show how sound travels.</p>		<p>What is pitch?</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Children at learn that as well as loudness we can change the pitch of a sound. Use some ‘Boomwackers’ to demonstrate pitch. Different children could each have a Boomwacker which they hit against the table. The class must try to place them in the correct order from lowest to highest sound. Children make pan pipes to demonstrate if you shorten the straw, the sound takes less time to travel down the straw and back, so the frequency of the sound increases (making the pitch higher</p>	<p>How can we make different sounds?</p> <p>Children will look about different instruments make different sounds before designing their own musical instrument. Children will apply their learning on sound to make different musical instruments.</p>		
Geography/ History		<p>How do we use a map?</p> <p>Children will practise previously learnt map and grid skills to create their own map of an imaginary world</p>					
ICT		<p>E-Safety Week</p>					
Art/D & T		<p>Designing a shoe box of a world that could be found at the top of the faraway tree</p>	<p>Creating an imaginary world using their plan in a shoe box. To be used to in Literacy</p>	<p>Children will design their own musical.</p>	<p>Children will make their own musical instrument and perform</p>	<p>Children will evaluate their musical instrument</p>	
R.E							
PHSE	<p>SEAL: Changes</p> <p>I can tell you how I would feel if a change that I didn’t want to happen was imposed on me and know some of the reasons that change can</p>		<p>SEAL: Changes</p> <p>I know that what we feel and think affects what we do (how we behave) Remind children of the link between how we feel, what we think, and how we behave (what we do). Remind the children that</p>		<p>SEAL: Changes</p> <p>I know some ways of dealing with the feelings that sometimes arise from changes. Remind children of the link between how we feel, and think about</p>		

