



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English</b>	<p><u>George's Marvellous Medicine</u> by Roald Dahl Read chap 1 'grandma' *character study on nan *story setting</p> <p>Grammar * formation of nouns using suffixes</p> <p>Spellings * The /r/ sound spelled 'wr' at the beginning of words.</p>	<p><u>George's Marvellous Medicine</u> by Roald Dahl Read chp 2, 3 + 4</p> <p>*list poem of potion *invent own potion *description of potion</p> <p>Grammar *formation of nouns using suffixes</p> <p>Spellings *The /l/ or /ul/ sound spelled '-le' at the end of words</p>	<p><u>George's Marvellous Medicine</u> by Roald Dahl Read chp 5, 6 +7 *instructions how to make potion *character descriptions *recount in diary</p> <p>Grammar *formation of adjectives using suffixes</p> <p>Spellings *The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.</p>	<p><u>George's Marvellous Medicine</u> by Roald Dahl Read chp 8, 9 + 10 *re-tell a chapter *recount in letter to a friend explaining what has been happening at farm</p> <p>Grammar *subordination and co-ordination conjunctions</p> <p>Spellings *The /l/ or /ul/ sound spelled '-al' at the end of words.</p>	<p><u>George's Marvellous Medicine</u> by Roald Dahl Read chp 11, 12 + 13 *narrative *explanation of potion making * persuasive adverts</p> <p>Grammar *sentences with different forms</p> <p>Spellings * Words ending in '-il.'</p>	<p><u>George's Marvellous Medicine</u> by Roald Dahl Read chp 14 + 15 *non-chronological report *own short story</p> <p>Grammar *present and past tense *commas for a list</p> <p>Spellings * Challenge Words</p>	<p><u>George's Marvellous Medicine</u> by Roald Dahl *Book review *short story</p> <p>Grammar *commas to separate a list</p> <p>Spellings *recap of all sounds this half term</p>
<b>Maths</b>	<p><u>Addition and Subtraction</u> Add two 2-digit numbers – not crossing ten – add ones and add tens; add two 2-digit numbers – crossing ten - add ones and add tens; Subtract a 2-digit number from a 2-digit number – not crossing ten; Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens</p>	<p><u>Addition and Subtraction</u> Find and make number bonds; Bonds to 100 (tens and ones); Add three 1-digit numbers; mini assessment</p> <p><u>Measurement: Money</u> Recognising coins and notes</p>	<p><u>Measurement: Money</u> Count money – pence; Count money – pounds (notes and coins); Count money – notes and coins; Select money; Make the same amount</p>	<p><u>Measurement: Money</u> Compare money; Find the total; Find the difference; Find change; Two-step problems</p>	<p><u>Multiplication and Division</u> Make equal groups; Add equal groups; Make arrays</p>	<p>Consolidation and problems of the day</p>	<p>Activity week</p>
<b>Science</b>	<p><u>Use of Everyday Materials</u> Distinguish between an object and the material from which it is made; Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p>	<p><u>Use of Everyday Materials</u> Describe the simple physical properties of everyday materials</p>	<p><u>Use of Everyday Materials</u> Materials hunt/Good choice?: Identify and describe the suitability/unsuitability of a variety of everyday materials for particular uses</p>	<p><u>Use of Everyday Materials</u> Love to Investigate: Which stuff is stickier?</p>	<p><u>Use of Everyday Materials</u> Shaping materials and investigating how materials can be shaped by squashing, bending, twisting and stretching</p>	<p><u>Use of Everyday Materials</u> Shaping materials and investigating how materials can be shaped by squashing, bending, twisting and stretching</p>	<p><u>Use of Everyday Materials</u> Investigating suitability of materials</p>
<b>PSHE</b>	<p><u>Safe Relationships</u> The difference between happy surprises and secrets that make us feel uncomfortable or worried; How to get help</p>	<p><u>Safe Relationships</u> How to resist pressure do something that feels uncomfortable or unsafe</p>	<p><u>Safe Relationships</u> How to ask for help and what words to use</p>	<p><u>Respecting Ourselves and Others</u> What do we have in common with our friends, classmates and other people?</p>	<p><u>Respecting Ourselves and Others</u> Friends can have similarities and differences</p>	<p><u>Respecting Ourselves and Others</u> How to play and work cooperatively in different groups and situations</p>	<p><u>Respecting Ourselves and Others</u> How to share ideas and listen to others, take part in discussions and give reasons for their views</p>
<b>PE – Coach</b>	<p><u>Sending and Receiving</u> To roll a ball towards a target</p>	<p><u>Sending and Receiving</u> To be able to track and receive a rolling ball</p>	<p><u>Sending and Receiving</u> To be able to stop, send and receive a ball with your feet; To develop sending and receiving a ball with your feet</p>	<p><u>Sending and Receiving</u> To develop throwing and catching skills</p>	<p><u>Sending and Receiving</u> To develop throwing and catching skills</p>	<p><u>Sending and Receiving</u> To send and receive a ball using a stick</p>	<p><u>Sending and Receiving</u> To send and receive a ball using a racket</p>
<b>PE - Class Teacher</b>	<p><u>Target Games</u> To develop underarm throwing towards a target.</p>	<p><u>Target Games</u> To develop throwing for accuracy.</p>	<p><u>Target Games</u> To develop underarm throwing for accuracy and</p>	<p><u>Target Games</u> To develop throwing for accuracy with an underarm</p>	<p><u>Target Games</u> To develop throwing for accuracy and distance and</p>	<p><u>Target Games</u></p>	<p><u>Target Games</u></p>

			to explore overarm throwing towards a target.	and overarm throw and to develop throwing for distance.	to select the correct technique for the situation.	To develop throwing for accuracy and to develop throwing for distance.	To develop throwing for accuracy and distance under pressure.
<b>RE</b>	<u>Who is the saint of our school?</u> Who was St Richard?	<u>Who is the saint of our school?</u> What can we learn from St Richard?	<u>Where is the light of Christmas?</u> Can you find the light?	<u>Where is the light of Christmas?</u> How does the Christingle symbolise the light of Christmas?	<u>Where is the light of Christmas?</u> Can you see the light?	<u>Where is the light of Christmas?</u> Who is your 'guiding light'?	Review and reflect