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|  | **Week 1**  **w/b 9.9.19** | **Week 2**  **w/b 16.9.19** | **Week 3**  **w/b 23.9.19** | **Week 4**  **w/b 30.9.19** | **Week 5**  **w/b 7.10.19** | **Week 6**  **w/b 14.10.19** | **Week 7**  **w/b 21.10.19** |
| **Writing** | Explore new class text ‘Escape from Pompeii’. Write a recount (assessment). | Newspaper report – understand the features. | Newspaper report – begin to write our own newspaper report based on Escape from Pompeii. | Setting Descriptions – looking at WAGOLL, breaking down the setting description, finding areas of toolkit in the piece of writing. | Setting Descriptions – writing our own setting descriptions, using the Romans as the focus. | Adventure Stories – create a Roman Soldier character, use a setting worked on last week, write a paragraph per day. | Adventure Stories – Writing Assessment. |
| **Reading** | Introduce VIPERS and answer questions based on all areas. Linked to Escape from Pompeii. | Identify which question is based on each of the VIPERS strands. Based on a newspaper report. | Retrieve to be the focus this week. Based on a newspaper report I have written. | Inference to be the theme, using a setting description as the text. Answer inference questions based on the text. | Vocabulary focus this week. Use a picture/video as the stimulus. Setting description to still be the theme. | Prediction focus based on an adventure story. Use video clip from Literacy Shed/Adventure shed. | Reading Assessment covering all VIPERS strands. |
| **Maths** | Place Value – what 100s,10s and 1s are worth in different contexts. | Place Value – add and subtract 1, 10 and 100 from a number. | Place Value – compare and order numbers. Count in multiples of 4, 8, 50. | Addition and Subtraction –  3 digit number and 1s, not crossing, then crossing the 10s. | Addition and Subtraction –  3 digit numbers and 10s, not crossing, then crossing the 10s. Spot the pattern. | Addition and Subtraction –  2 digit number and 3 digit, not crossing, then crossing the 10s. | Addition and Subtraction –  Two 3 digit numbers, not crossing, then crossing the 10s.  Estimate answers. |
| **Science** | WALT: work scientifically, making predictions and testing a theory. | WALT: gather and compare data, presenting it in a bar chart. | WALT: carry out a simple scientific experiment, documenting what we did. | WALT: work systematically and make careful observations. | WALT: carry out an experiment, understanding how to measure accurately. | WALT: observe changes and carry out changes. | WALT: present data given in a variety of ways. |
| **ICT** | Turtle Logo/Scratch.  WALT: move backwards. | Turtle Logo/Scratch.  WALT: move the pen up and down. | Turtle Logo/Scratch.  WALT: draw regular polygons. | Turtle Logo/Scratch.  WALT: create drawings. | Turtle Logo/Scratch.  WALT: create regular polygons. | Turtle Logo/Scratch.  WALT: use pens on Scratch. | Turtle Logo/Scratch.  WALT: use skills learnt to create a picture. |
| **RE** | WALT: understand what religion means to different people. | WALT: question what I think believing in God means. | WALT: understand what Muslims believe about Allah including 5 pillars of Islam. | WALT: understand what Muslims believe about the Holy Qur’an. | WALT: understand what Christians believe about God. | WALT: tell the story of Moses and the Burning Bush. | WALT: discover what Hindu people show what they believe about gods and goddesses. |
| **PSHE** | WALT: get to know one another, learning about likes and dislikes. | WALT: recognise my worth and set personal goals. | WALT: recognise how it feels to be happy, sad or scared. | WALT: understand how to make others feel valued. | WALT: understand that my behaviour brings rewards and consequences. | WALT: work cooperatively within a group. | WALT: choose to follow the Learning Charter. |
| **History** | WALT: understand how the Romans Invaded Britain. | WALT: discover Roman Roads. | WALT: discover Roman Gods and Goddesses. | WALT: find out all about the Roman Baths. | WALT: understand Boudicca’s Rebellion. | WALT: design a Roman mosaic. | Roman Day. Food tasting, shield making and Roman paper craft. |
| **Geography** |  |  |  |  |  |  |  |
| **Art** |  |  |  |  |  |  |  |
| **DT** |  |  |  |  |  |  |  |
| **PE** | WALT: understand the different types of passing in tag rugby. | WALT: dodge an oncoming tackler, finding the space. | WALT: defend, working as a team to stop the attackers  Personal: Footwork and coordination: Only move on when I can do something consistently. | WALT: understand the rules of tag rugby, by mapping out a game. Playing walk tag rugby.  Personal: Footwork and coordination:  Keep going when things are hard. | WALT: use the skills learnt in a game of tag rugby, focusing on finding space.  Personal: Footwork and coordination: Think about what you can improve when you find things hard. | WALT: use skills learnt to play a game of tag rugby competitively, focusing on passing.  Personal: Footwork and coordination: Keep your head up and stay within marked areas. | WALT: carry out a mini tournament of tag rugby, implementing skills learnt.  Personal: Footwork and coordination: Try to view things you can’t do as an opportunity to improve. |
| **Music/MFL** | Tortoise Song.  Identify how music can be used descriptively. | Animals in music.  Use musical elements to describe animals. | Animal hasthas.  Use movement to describe different animals. | Moving animals.  Match sounds and movement descriptively. | Carnival of the animals.  Match sounds and movement descriptively. | Carnival of the animals.  Select particular ways in which musical elements can be combined expressively. | Musical Moments.  Perform together. |