

## Half Termly Plan – A Look at London – Autumn 2 2018/2019

	1 Week 1 – 29.10.18	2 Week 2 – 5.11.18	3 Week 3 – 12.11.18	4 Week 4 – 19.11.18	5 Week 5 – 26.11.18	6 Week 6 – 3.12.18	7 Week 7 – 10.12.18
<b>English</b>	<p style="text-align: center;"><b><u>Poetry</u></b> Fireworks/Bonfire night</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> writing poetry</li> <li><input type="checkbox"/> consider what they are going to write before beginning by:</li> <li><input type="checkbox"/> planning or saying out loud what they are going to write about</li> <li><input type="checkbox"/> writing down ideas and/or key words, including new vocabulary</li> <li><input type="checkbox"/> make simple additions, revisions and corrections to their own writing by:</li> <li><input type="checkbox"/> evaluating their writing with the teacher and other pupils</li> <li><input type="checkbox"/> re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li><input type="checkbox"/> read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> <p>learn how to use:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul>	<p style="text-align: center;"><b><u>Narrative</u></b> Paddington in London <b>Preparing for writing</b></p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> writing narratives about personal experiences and those of others (real and fictional)</li> <li><input type="checkbox"/> consider what they are going to write before beginning by:</li> <li><input type="checkbox"/> planning or saying out loud what they are going to write about</li> <li><input type="checkbox"/> encapsulating what they want to say, sentence by sentence</li> <li><input type="checkbox"/> make simple additions, revisions and corrections to their own writing by:</li> <li><input type="checkbox"/> 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Great Fire of London <b>Preparing and writing</b></p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> writing narratives about personal experiences and those of others (real and fictional)</li> <li><input type="checkbox"/> writing about real events</li> <li><input type="checkbox"/> writing down ideas and/or key words, including new vocabulary</li> <li><input type="checkbox"/> encapsulating what they want to say, sentence by sentence</li> <li><input type="checkbox"/> evaluating their writing with the teacher and other pupils</li> <li><input type="checkbox"/> re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li><input type="checkbox"/> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p>learn how to 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positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> writing for different purposes</li> <li><input type="checkbox"/> consider what they are going to write before beginning by:</li> <li><input type="checkbox"/> planning or saying out loud what they are going to write about</li> <li><input type="checkbox"/> writing down ideas and/or key words, including new vocabulary</li> <li><input type="checkbox"/> encapsulating what they want to say, sentence by sentence</li> <li><input type="checkbox"/> make simple additions, revisions and corrections to their own writing by:</li> <li><input type="checkbox"/> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li><input type="checkbox"/> read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> <p>learn how to use:</p> <ul style="list-style-type: none"> 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		because) and co-ordination (using or, and, or but)	ordination (using or, and, or but)	the progressive form	the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	
<b>SPAG</b>	al at the end of a word il at the end of a word	y at the end of a word ies at the end of a word – added to a noun	Adding –ed, -ing, -er, and –est to a root word ending in y  Adding –ing, -ed, -er, -est and –y to words ending in e, e.g. hike, nice, shine	Double the last consonant letter of the root word when adding –ing, -ed, -er, -est, and –y e.g. pat, hum, sad, fat  a sound before l and ll e.g. all, ball, call	o sound in other, mother and brother for e.g.  ey sound in key, donkey and monkey for e.g. add s on the end for plural.	a sound after w and qu e.g. want, watch, quantity and squash sound like o  The o sound after w e.g. word, work, worm, world and worth	The a sound after w e.g. war, warm, towards  s sound as z e.g. treasure, television and usual
<b>Maths</b>	<b>Geometry</b> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line compare and sort common 2-D shapes and everyday objects.	<b>Geometry</b> identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 3-D shapes and everyday objects	<b>Addition and Subtraction</b> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	<b>Addition and Subtraction</b> add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones adding three one-digit numbers	<b>Addition and Subtraction</b> add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens two two-digit numbers	<b>Multiplication and Division</b> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs	<b>Multiplication and Division</b> solve problems involving multiplication and division, using <b>materials, arrays,</b> repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
<b>Mental maths</b>	Interpreting tables (reasoning paper examples)	Placing numbers on a scale (reasoning paper examples)	Time intervals (reasoning paper examples)	2D and 3D shapes (reasoning paper examples)	<b>Times table awards</b>	<b>Times table awards</b>	<b>Place value</b>
<b>Science</b> Investigations	<u>Asking questions</u> Classes to choose their own class investigation and ask questions about how we will carry out investigation.	<u>Planning an investigation</u> Classes to use planning house to plan investigation	<u>Perform investigation</u> Classes to carry out investigation using planning houses using simple equipment.	<u>Use observation to suggest an answer to a question</u>	<u>Adapt and develop investigation</u> Discuss and evaluate experiment. What could we do differently? What went well?	<u>Repeat with developments</u> Carry out adapted/developed experiment. What have we found out?	Review and assess Conclusions
<b>Plants/Science</b>	<b><u>Plant bulbs and record changes in class plant diary</u></b> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.						

<p><b>History</b> <u>Great Fire of London</u></p>	<p><b>Black History Month</b> Complete activities on class focus.</p>	<p><b>London past and present</b> To develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666. • I can find out some of the ways in which London has changed.</p>	<p><b>Life in the seventeenth century</b> identify differences and similarities between ways of life in different periods in the context of comparing present day living to how people of London lived during 1666. • I can find out some of the ways in which how we live now is different and similar to how people lived in 1666.</p>	<p><b>The events of the Great Fire</b> To know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started. • I can find out about how the Great Fire started and spread across London.</p>	<p><b>How do we know about the Great Fire</b> To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire • I can understand how we know about the Great Fire of London.</p>	<p><b>What happened after the Great Fire?</b> To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire. • I can find out how London was rebuilt after the Great Fire.</p>	<p><b>What have we learnt about the Great Fire</b> To understand key features of events, choosing and using parts of stories and asking and answering questions through creating a newspaper report, describing the main events of the Great Fire. • I can show what I have learned about the Great Fire of London.</p>
<p><b>Geography</b></p>	<p>Not taught this half term</p>						
<p><b>Art Landscapes and city scapes</b> <u>Comparing different artists.</u> Using colour and develop painting techniques, using their own ideas and imagination.</p>	<p><b>Monet's garden</b> To develop a wide range of art and design techniques in using colour and texture, in the context of painting a landscape in the style of Monet. I can paint a landscape using colour and texture. I can describe the work of the artist, Monet. Focus on the different colours used, how they are achieved. Children to mix water colour paints and try different paint brushes to achieve a variety of brush strokes.</p>	<p><b>Monet's garden Monet's cityscapes</b> To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of learning about Monet. I can describe the work of the artist, Monet. Children to make comparisons between the garden and the cityscape painting. Children to discuss which they prefer and why.</p>	<p><b>Monet's garden Monet's cityscapes</b> Children to select which style of Monet landscape they wish to paint. To use skills practised for colour mixing to create their own painting in the style on Monet. Children to select their own colours and brushes. Children to build up the painting, background / main features / finer details to create their own 'master piece'.</p>	<p><b>Van Gogh landscapes</b> To develop a wide range of art and design techniques in using colour, pattern, texture, and line, in the context of painting landscapes in the style of van Gogh. I can use colour, texture, and line in a landscape. I can describe the work of the artist, van Gogh. Children to compare van Gogh work with Monet., and express their preferences. Children to practise using acrylic paint testing brush strokes and colour.</p>	<p><b>Van Gogh's starry night</b> To develop a wide range of art and design techniques in using colour, pattern, texture, and line, in the context of painting cityscapes in the style of van Gogh. I can use colour, texture, and line in a cityscape. Children to paint their own painting using acrylic paint in the style of 'starry night'. Children to select own colours and brushes. (calendars?)</p>	<p><b>Christmas craft</b> Children to design their own stocking to sew and decorate. Focus on use of colour and shape. (DT)</p>	<p><b>Christmas crafts</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, Children to create their cards and decorations using their imagination</p>
<p><b>DT Food Technology</b> Design purposeful, functional, appealing</p>	<p>To design an appealing product for children to have as a snack on bonfire night. Firework theme (decorated bread sticks as sparklers etc)</p>	<p>To make an appealing bonfire night snack following class design decided on as a group</p>	<p>To design a bread roll Use playdough</p>	<p>To make a bread roll</p>	<p><b>Christmas sewing</b> Design purposeful, functional, appealing products based on design criteria in the context of using a design criteria Select from and use a range of tools and equipment to perform practical tasks To use sewing tools correctly.</p>		

products for themselves and other users based on design criteria in the context of using a design criteria					To design, make and evaluate their own Christmas stocking.		
<b>RE</b> <b><u>Light and Dark</u></b>	<b><u>Rama and Sita</u></b> I can explain why the story of Rama and Sita is important to Hindus	<b><u>Light over darkness</u></b> I can explain why light is important at Diwali.	<b><u>Hanukkah</u></b> I can explain why the story of Hanukkah is important to Jews.	<b><u>Hanukkah</u></b> I can explain why the story of Hanukkah is important to Jews.	<b><u>Advent at Christmas</u></b> I can explain what Advent is and assess	<b><u>Christmas lights</u></b> I can explain why light is important at Christmas.	The Christmas Story
<b>PSHE</b> <b><u>Jigsaw</u></b>	Boys and girls	Boys and girls	<b>Anti-Bullying Week – create work for library display</b> Why does bullying happen?	Standing up for myself and others	Making a new friend	Celebrating difference and still being friends	
<b>PE</b> <b><u>Games</u></b> <b><u>Dance</u></b>	<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p> <p>To perform dances using simple movement patterns</p>						
<b>Computing</b> <b><u>Debugging</u></b>	<b><u>Debugging</u></b> Create and debug a simple program to correct errors (e.g. floor robot route).	<b><u>Debugging</u></b> Spot the mistake in a simple algorithm, fix the mistake and test the 'fix'	<b><u>Debugging</u></b> Make predictions when programming devices (actual or on screen), estimating distances and turns.	<b><u>Debugging</u></b> Use logical reasoning to explain the prediction			
<b>MUSIC</b> <b><u>Nativity</u></b>	<b><u>Learning and performing songs for school nativity</u></b>						
	use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.						
<b>P4C</b>							

<b>British Values</b>	Mutual Respect
<b>Spellings of the weeks</b>	Spelling Bee school program