



<p><b>Stunning Starter: Sharing their favourite toy</b></p>	<p><b>Magnificent Middle - T</b></p>	<p><b>Fantastic Finish DT - making a new chair for Major Glad/ Major Dizzy</b>  <b>Perform group collaboration - soundscape</b></p>
<p><b>English</b>  <b>Outcome: Recount - Diary writing</b>  <b>Writing outcome: To write a recount of historical events from the text from Major Glad's point of view</b>        Write a thank you note describing and explaining how they feel about a toy as a gift.        Pupils share their favourite toys with each other and describe the features and why they are their favourite.        Pupils to write their own letter to their hero        Pupils plan their own diary of the Blitz from the point of view of Major Glad or Major Dizzy.  <b>Grammar</b>        Correct choice and consistent use of present tense and past tense throughout writing. Use of the word, and if, that, because to join sentences. All about apostrophes- understand the difference between adding an s for a plural and adding an apostrophe s for singular possession. Eg - one cat/c two cats, Children/Children's coats  <b>Spelling</b>        Adding -es to words ending in y- ed- sky/skies        The possessive apostrophe - singular nouns        Adding suffixes -ful, -less and -ly  <b>Handwriting</b>        Practise 2<sup>nd</sup> Join sl/ck/st/ig ,Practise 3<sup>rd</sup> join og/re/oo,Practise 4<sup>th</sup> join wl/of/fl ,Practise break letters- y ,Practise Capital letters</p>	<p><b>Mathematics</b>  <b>Fractions</b>  <b>Length and Height</b>  <b>Mass- grams and kilograms</b>  <b>Capacity and temperature</b>  <b>Multiplication 2's, 5's and 10's (these must be practiced daily throughout the year)</b></p>	<p><b>Science - Living things and their habitats- Children will explore a range of habitats- Habitats in their local area, polar habitats, desert habitats, ocean habitats, woodland habitats and microhabitats.</b>        They will learn about animals and how their diets differ and will explore food chains.</p>
<p><b>Knowledge &amp; Understanding of the World including British Values and What's in the news &amp; Where is in World?</b>  <b>History-</b> Events beyond living memory that are significant nationally or globally        How was school different in the past? Children will compare schools from 3 periods of time.  <b>RE-</b> How do we know some people have a special connection to God? Children will explore stories from different religions</p>		<p><b>Life Skills, Safety &amp; Careers</b>  <b>ICT-</b> To recognise that we can count and compare objects using tally charts  <b>Enter the data</b>        To recognise that we can count and compare objects using tally charts  <b>Creating pictograms</b>        To recognise that we can count and compare objects using tally charts  <b>Careers-</b> army, dressmaker, show maker, embroiderer, composer, teacher</p>
<p><b>Physical Health &amp; Well -being including outdoor learning mindfulness/reflection/looking after ourselves</b>  <b>PSHE-</b> Living in the Wider World - Aiming High Recognising what makes them special and how to manage when finding things difficult.  <b>PE-</b> Gymnastics/swimming</p>	<p><b>Community Curriculum</b>        A visit to The War Memorial for remembering soldiers</p>	<p><b>Music- Contrasting dynamics-</b> Children will use their voice to create a variety of sounds and use dynamics to create an atmosphere. They will collaborate with peers to contribute to a group soundscape. They will create and play patterns, notating them and create and play a simple pitch pattern accurately.</p>

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