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|  | Wk 1 | Wk 2 | Wk3 | Wk4 | Wk5 | Wk6 | Wk7 | Wk8 | Wk9 | Wk10 | Wk11 | Wk12 | Wk13 | | Wk14 | Wk15 |
| Maths | Place Value (to 20) | | | | Addition and Subtraction (within 20) | | | Place Value (to 50) | | | Length and Height | | | Mass and Volume | | |
| Reading/ class novel | **Recount** | **Percy the Park Keeper- One Snowy Night** | | | **The Three Little Pigs** | | **The big pig and the three little wolves.** | | | ***Where the wild things are.*** | | ***Hansel and Gretel*** | | | **Recount** | **Report** |
| Writing Focus | Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense. | Orally retell stories using stick puppets.  Label main characters with adjectives to describe.  Write a sentence and include an adjective to describe the character of the owls/farmyard animals.  Sequence story images.  Write sentences in a sequence to retell the story of The Owl Babies and The Little Red Hen. | | | | | Create own story plans for Percy the Park Keeper and The three pigs. Structure into beginning, middle and end of story.  Descriptive work on the settings of the story.  Focus on different story openers.  Use plans to write the beginning, middle and end of stories.  Write a review of the version of the preferred three little pigs story. | | | *Writing in sentences use adjectives to describe…*   * *the wild things.* * *Max.* * *the setting.*   *Plan and retell the story in 3 parts.*  ***Hansel and Gretel***  *Role-play the story.*  Discuss good and and characters.  Describe the characters and setting.  Sequence story pictures and use to retell the story.  Make simple edits | | | | | Write a recount of our trip to Beamish. | Write a report detailing facts about a woman in Science.  Look at features of a non-fiction text.  Ask a question. What do we want to know?  List known facts.  Plan a report.  Write a report. |
| Science | Materials/Seasonal Changes | | | | | | | | | | | | | | | | |
| History/ Geography | **Geography:** The UK | | | | | | | **History:** Old and Modern Houses | | | | | | | | | |
| RE | Who is Jewish and How do they live? | | | | | | | | | | | | | | | | |
| PSHCE | Belonging to a community  Media literacy and Digital resilience | | | | | | | Media literacy and Digital resilience  Money and work | | | | | | | | | |
| PE | Real PE(Cognitive)-follow simple rules Dance (Real Dance) – Shape (jumping, turning, moving) – name things I am good at. P.E. Coach | | | | | | | Real P.E. – Co-ordination, ball skills and counter balance  P.E. Coach | | | | | | | | | |
| Art/DT | **Kapow DT** week- Textiles: Puppets | | | | | | | **Kapow ART**- Formal Elements of Art | | | | | | | | | |
| Music | Charanga: In the Groove - Blues, Latin, Folk, Funk, Baroque, Bhangra | | | | | | | Charanga: Round and Round - Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion | | | | | | | | | |
| IT | Purple Mash: Lego Builders | | | | | | | Purple Mash- Maze Explorers | | | | | | | | | |