

Term 5						
Subjects	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 FOREST SCHOOL
English Fiction: The Bear and the Piano Non-Fiction: Dear Earth	<p>Make predictions about a text: question marks, statements</p> <p>Coordinating conjunctions: and, or, but</p> <p>Spell and use contracted verbs in a letter: spell could, would, should; use</p> <p>Create expanded noun phrases: use commas in a list</p> <p>Use present and past tense: find verbs</p>	<p>Infer character's feelings; talk about characters feelings, write in first person</p> <p>Sequence key events; retell a story, sequence verbs - adverbs/adverbials, use conjunctions</p> <p>Progressive form of verbs to create captions; use the suffix -ing, change root verb</p> <p>Plan a story; create a character. Plan events</p> <p>Nouns to help find facts; identify nouns, find key facts</p>	<p>Use progressive verbs; verbs ending in -ing, use questions, statements and exclamations; use noun phrases</p> <p>Use past and present tense consistently; spell words with suffixes</p> <p>Noun phrases to describe; noun phrases, use commas to list adjectives</p> <p>Write questions; use question marks</p> <p>Edit and publish a story</p>	<p>Write in first person, use conjunctions, use the very 'would'</p> <p>Instructions with conjunctions, write in second person, commas</p> <p>Record factual statements, write in simple present tense, use apostrophes for possession</p> <p>Noun phrases to describe, use thoughtful adjectives, use adjectives with nouns appropriately, use commas, use prepositions</p> <p>Noun phrases to write a poem, repetition, similes</p>	<p>Use past tense to write a vlog; noun phrases, time adverbials, use a range of sentences</p> <p>Record factual statements, use conjunctions, use the suffix -ly</p> <p>Use conjunctions in a persuasive speech, present tense, different sentence types, suffix -ness</p> <p>Plan a leaflet, use subheadings</p> <p>Use a range of sentences to write an informative leaflet, commas</p>	<p>Use noun phrases to continue writing an information leaflet</p> <p>Write factual statements</p> <p>Use a range of conjunctions</p> <p>Edit and publish my work</p> <p>Write an aspirational letter</p>
Phonics/Spelling	Words where y makes an igh sound	Words where -es is added to words ending in y	Words where -ed is added to words ending in y	Words where -er and -est is added to words ending in y	Words where -ing is added to words ending in e	Words where -er, -est and -ed are added to words ending in e
Reading Vocabulary, inference, Prediction. Explain, Retrieve	Emergency Services	Arctic	Space	Nursing	Antarctic	The Moon Landings

<p>Maths</p> <p>Shape</p> <p>Time</p> <p>Position and Direction</p>	<p>Understand what a polygon is and sort them</p> <p>Compare polygons by shape, size and vertices</p>	<p>Investigate how polygons can be joined to form 3D shapes</p> <p>Sort 3D shapes</p> <p>Compare shape and size of regular polygons</p>	<p>Tell time to the hour and half-hour</p> <p>Understand phrases o'clock, quarter to and past</p> <p>Understand function of the minute hand, practically</p>	<p>Tell time to 5 minutes</p> <p>Write the time</p> <p>Find and compare durations of time</p>	<p>Describe position as under, next to etc.</p> <p>Describe movement as up, left, right, backwards/forwards</p> <p>Describe turns as whole, half, quarter turns</p>	<p>Describe turns including clockwise and anti0clockwise</p> <p>Solve practical problems involving turns (beebots)</p> <p>Assessments</p>
<p>RE</p> <p>Eastertide</p>	<p>Know that Jesus rose from the dead on the first Easter Sunday</p> <p>Reflect on what this tells us about Him</p>	<p>Know that Jesus appeared to the disciples</p> <p>Reflect on what it was like for them</p>	<p>Know what happened after the Resurrection</p> <p>Think about why the Resurrection is important for us</p>	<p>Know that Jesus goes back to Heaven</p> <p>Reflect on what this means for us</p>	<p>Know that the Apostles received the Holy Spirit</p> <p>Be aware of how the Holy Spirit heled them</p>	<p>Option for the Poor and Vulnerable</p>
<p>Science</p> <p>Living Things and Their Habitats – Habitats around the World</p>	<p>Learn about habitats</p>	<p>Appreciate that environments are constantly changing</p>	<p>Explore the rainforest and its problems</p>	<p>Describe life in the ocean</p>	<p>Discover the Arctic and Antarctic habitats</p>	<p>Create a model of a habitat</p>
<p>History</p> <p>Florence Nightingale, Mary Seacole and Edith Cavell</p>	<p>Key vocabulary/ Big question</p>	<p>Introduction to significant people/ nurses' role in society</p>	<p>Explore the Victorian era with a focus on their hospitals</p>	<p>Compare Victorian hospitals to modern day hospitals</p>	<p>Learn about a significant person – Florence Nightingale</p>	<p>Identify Florence Nightingales' contributions to nursing and how it has affected modern nursing</p>
<p>PSHE (JIGSAW)</p> <p>Relationships</p>	<p>I can Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p>	<p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p>	<p>I can identify some of the things that cause conflict with my friends</p>	<p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p>	<p>I recognise and appreciate people who can help me in my family, my school and my community</p>	<p>I can express my appreciation for the people in my special relationships</p>
<p>Art</p> <p>Craft and design – Map it out</p>	<p>Creative journey</p>	<p>Making felt</p>	<p>Relief maps</p>	<p>Abstract maps</p>	<p>Print possibilities</p>	<p>Gallery experience</p>

Computing Programming – Robot algorithms	Giving instructions	Same but different	Making predications	Mats and routes	Algorithm design	Debugging
PE Dance - Unit 2	Develop a dance that shows different emotions	Dance with rhythm following a clockwork pattern	Work on our own to create a perform a short movement phrase	Watch, copy and repeat actions to create a 'motif'	Perform our motif in different formations	Use different movement pathways in our dance
Music Swing-a-long with Shostakovich Charlie Chaplin	Get moving and swing to the beat	Feel the beat using body percussion	Be creative on the beat	Duration – short and long	Pitch – high and low	Dynamics – loud and soft