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| **Topic Title: Town and Country** |
|  **Information** | **Project Launch:** Topic Homework – children to create a poster of all the places they have visited linked to the topic. | **Real World Links:** Walk around the village, to observe local features.Visit to the cathedral.Visit to the library. | **Real World Outcomes:** Children to learn oracy skills and deliver clear messages about one aspect of the topic that has gripped them to a public audience. | **Authentic Audience:**Children to lead a collective worship on one aspect of their learning. Eg. Grampound Road locality. | **Public Exhibition:**In the hall, open to family members to show children’s learning. | **Immersive Classroom:**Area for topic books reading display and role play. Homework displayed. |
| **Weekly Outcomes** | **Week 1:****Geography**Compare urban and rural areas. To know the main types of settlement in the UK. To understand jobs can be linked to where we live. To collect data on living in urban and rural areas.**PSHE**Getting on and falling out-yr 2.Circle rounds.**PE**AthleticsS1-Running S2-Throwing. | **Week 2:****Geography**To understand farming methods have changed.To understand the historical changes in where people live and the reasons for these changes. To compare and contrast London and Rio **PSHE**I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment. **PE****Athletics**S1-Running & jumping S2-Running, jumping & throwing. | **Week 3:****Science**Children will have learnt about famous scientist and inventors. Observe and describe local weatherTake part in an investigation to find out the best material to keep us warm.**PSHE**I know that people don’t always see things in the same way. I can see things from someone else’s point of view. I can use my ability to see things from the other point of view to make a conflict situation better. **PE**AthleticsRunning & Jumping  | **Week 4:****DT**By the end of this block children will have Explored an existing product.• Drawn a simple design.• Made a picture which has at least one moving mechanism. Start to understand what design criteria is used for.• Evaluate what they did well on their product.**PSHE**I know that sometimes anger builds up and that I can be overwhelmed by my feelings **PE****Gymnastics/stretching and curling****S1 & S2** | **Week 5:****RE**Give accounts of what Bible texts mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give examples of how Christians put these beliefs into practice in the Church community and their own lives. Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians.**PSHE**Make a book of how to solve problems.**PE****Gymnastics/stretching and curling****S3 & S4** | **Week 6:****ART**By the end of this unit most children will have Mixed colours. Create art works with the colours they have mixed.Studied famous artists, such as Mark Rothko, Paul Klee & Jackson Pollack.**PSHE**I can tell you how I am the same as and different from my friends. I feel good about the ways we are similar in the group and the ways I am different. I feel good about my strengths. **PE****Gymnastics/stretching and curling****S5** | **Week 7:****NA** | **Week 8:** |
|  | **Maths****MM**countingPMYr1-addition within 20/unit 7 (6 lessons)Yr2-multiplication & division/unit 6 (9 lessons) | **Maths****MM**CountingPMYr1- addition within 20/unit 7 (1 lessons)Yr1-Subtraction within 20/Unit 8 (8 lessons)Yr2-multiplication & division/unit 6 (9 lessons) | **Maths**MMTTPMYr1-Subtraction within 20/Unit 8 (4 lessons)Yr2-Statistics/unit 7 (7 lessons) | **Maths****MM**Times TablesPMYr1-Numbers to 50/unit 9 (11 lessons)Yr2-Statistics/unit 7 (2 lessons) | **Maths****MM**Times TablesPMYr1-Numbers to 50/unit 9 (11 lessons)Yr2-Length and height/unit 8 (5 lessons) | **Maths****MM**Arithmetic PMAssessment week |  |  |
|  | **Literacy**Non-fiction-lettersShining Write Recount**Handwriting** Yr 1-Module 2Yr 2-Module 3Friday-number formation**Spelling-****Mon & Tues.**Yr 1-List 17Yr 2-List 17Mon-Wed**Spag****Wed-Fri**Yr 1-Punctuating a sentence with a **? !**Yr 2-What is a **verb**? | **Literacy**LTIENarraative-imitationShining Write Letter**Handwriting** Yr 1-Module 2Yr 2-Module 3Friday-number formation**Spelling-****Mon & Tues.**Yr 1-List 18Yr 2-List 18**Spag****Wed-Fri**Yr 1-Writing statements in the **present** tense.Yr 2-Adjectives. | **Literacy**Narrative exploration**Handwriting** Yr 1-Module 2Yr 2-Module 3Friday-number formation**Spelling-****Mon & Tues.**Yr 1-List 19Yr 2-List 19**Spag****Wed-Fri**Yr 1-Writing statements in the **past** tenseYr 2-Noun phrases. | **Literacy**Narrative innovation**Handwriting** Yr 1-Module 2Yr 2-Module 3Friday-number formation**Spelling-****Mon & Tues.**Yr 1-List 20Yr 2-List 20**Spag****Wed-Fri**Yr 1-Use of apostrophes for missing letters in words.Yr 2-Verbs. | **Literacy**Narrative invention**Handwriting** Yr 1-Module 2Yr 2-Module 3Friday-number formation**Spelling-****Mon & Tues.**Yr 1-List 21Yr 2-List 21**Spag****Wed-Fri**Yr 1- Use of apostrophes for missing letters in words.Yr 2-A**dverbs** | **Literacy**PoetryShining Light Write**Handwriting** Yr 1-Module 2Yr 2-Module 3Friday-number formation**Spelling-****Mon & Tues.**Yr 1-ReviewYr 2-Review**Spag****Wed-Fri**Yr 1-Using **commas** in a list.Yr 2-Adding the suffix –ly to words ending in y, le, -ic, -ally |  |  |
| **Linked Texts** | **Who has seen the wind** | **When the rain comes** | **The Tale of Peter Rabbit** | **The three Billy Goats Gruff** | **The princess and the Pea** | **The Piped Piper of Hamlin** |  |  |