

	English			Maths	Science	Computing	Prospectus Thematic Planning (History, Geography, Art, DT, Music, SEAL)			PE	
	Writing Focus SPAG	Guided Reading	Hand Writing	Number	Light and Sound	Programming	Music	History/ Geography "The Stone Age"	Art/D T "The Stone Age"	Dance	Net and wall - 4/5
Week 1	Proof-read for some spelling and punctuation errors Organising simple paragraphs around a theme. (narrative focus) Beginning to assess the effectiveness of their own and others' writing and suggesting improvements.	Guided reading/ comprehension with a focus on using evidence from the text	Developing and consolidating letter formation and joins using new handwriting scheme (letter join)	Rehearse place value in 3-digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10 (whole number answers); count in steps of 10, 50 and 100.	Topic page Recognise that light from the sun can be dangerous and that there are ways to protect their eyes	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems	Music L.b how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.	Topic page Introduction to Stone Age topic. To identify historical inaccuracies		Pre-assessment	Pre-assessment

Week 2	<p>Creating simple settings, characters and a basic plot in narratives.</p> <p>Organising simple paragraphs around a theme. (narrative focus)</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read.</p>		<p>Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000); recognise and sort multiples of 2, 3, 4, 5, and 10; double the 4 times-table to find the 8 times-table; derive division facts for the 8 times-table; multiply and divide by 4 by doubling or halving twice</p>	<p>To plan a simple investigation</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p>	<p>Music 1b play tuned and untuned instruments with control and rhythmic accuracy.</p>	<p>To compare how Stone Age and modern man dress</p> <p>To use more than one source of historical enquiry</p>		<p>To use facial expressions.</p>	<p>To send and receive a ball - catching.</p>
Week 3	<p>Creating simple settings, characters and a basic plot in narratives.</p> <p>Beginning to use inverted commas to punctuate direct speech.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books.</p>		<p>Identify $\frac{1}{2}$s, $\frac{1}{3}$s, $\frac{1}{4}$s, $\frac{1}{6}$s, and $\frac{1}{8}$s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts</p>	<p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p>	<p>Solve problems by decomposing them into smaller parts use sequence, selection</p>	<p>Music 3a analyse and compare sounds</p>	<p>To research the difference the Stone Age made to the world.</p>	<p>To design and create a cave painting</p>	<p>To be able to balance, focus on agility and co-ordination.</p>	<p>To work competitively and co-operatively.</p>

Week 4	Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].	Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types].		Assessment week	Understand how to make shadows bigger and smaller	Solve problems by decomposing them into smaller parts use sequence, selection	Music 1b play tuned and untuned instruments, with control and rhythmic accuracy 2a improvise, developing rhythmic and melodic material when performing 2b explore, choose, combine and organise musical ideas within musical structures	To know why the Stone Age ended		To link actions and movements together.	To develop understanding of need for different throw depending on where you want the ball to go.	
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<p>Week 5</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Using conjunctions, adverbs and prepositions to express time, cause and place.</p> <p>Understanding paragraphs as a way to group related material.</p>	<p>Understand what they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these.</p>		<p>Recognise right angles and know they are 90°; understand angles are measured in degrees; recognise $^\circ$ as the symbol for the measurement of degrees; name and list simple properties of 2D shapes; begin to understand and use the term perimeter to measure the length/distance around the edge (border) of a 2D shape; begin to calculate using a ruler; know a right angle is a quarter turn; know 360° is a full turn; begin to understand angles and identify size of angles in relation to 90°</p>	<p>To understand opaque, transparent and translucent</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Music 1b play tuned and untuned instruments with control and rhythmic accuracy</p> <p>2a improvise, developing rhythmic and melodic material when performing</p> <p>2b explore, choose, combine and organise musical ideas within musical structures</p>	<p>To use more than one source of historical enquiry to create a factfile of Stone Age animals</p>	<p>To devise a sequence and rehearse</p>	<p>To use short and low throws and long and high throws.</p>
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Week 6		Understand what they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these.		Place 3-digit numbers on empty 100 number lines; begin to place 3-digit numbers on 0-1000 landmarked and empty number lines; round 3-digit numbers to the nearest ten and to the nearest hundred; use counting up as a strategy to perform mental subtraction (Frog); subtract pounds and pence from five pounds; use counting up (Frog) as a strategy to perform mental subtraction of amounts of money; subtract pounds and pence from ten pounds	Revision/assessment/ topic page	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Music 1b play tuned and untuned instruments with control and rhythmic accuracy 2a improvise, developing rhythmic and melodic material when performing 2b explore, choose, combine and organise musical ideas within musical structures	Art lesson - cave pictures Show Power Projects		Post-assessment	Post-assessment	
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