

Main Topic/Theme: Castles and Legends

Subjects	Week: 1 22.2.16	Week: 2 29.2.16 *2.3 Bamburgh visit	Week: 3 7.3.16	Week: 4 14.3.16 *18.3 Tynedale Music festival	Week: 5 21.3.16 *Break up on Thurs 24 th
Spelling (Weekly spellings everyday)	Y2 'ey Y3 'i' comes before 'e' when the sound is 'ee' Y4 'i' comes before 'e' when the sound is 'ee'	Y2 Contraction apostrophe Y3 Double consonants Y4 Double consonants	Y2 au Y3 en' or 'on' Y4 en' or 'on'	Y2 air Y3 soft 'g' Y4 soft 'g'	Y2 ear Y3 'que' Y4 'que'
Guided reading	FOCUS Haunted Histories Playscript <u>Follow up activities</u> Write own sequel script Independent activities Reading comprehension Wordsearches Dictionary definitions	FOCUS Haunted Histories Playscript <u>Follow up activities</u> Write own sequel script Independent activities Reading comprehension Wordsearches Dictionary definitions	FOCUS Wizards, Spiders and Castles poetry <u>Follow up activities</u> Write own poem Independent activities Reading comprehension Wordsearches Dictionary definitions	FOCUS Wizards, Spiders and Castles poetry <u>Follow up activities</u> Write own poem Independent activities Reading comprehension Wordsearches Dictionary definitions	FOCUS Guided writing Souvenir brochure Independent activities Reading comprehension Wordsearches Dictionary definitions

SPAG	<p>Y2-4 Commas in lists</p> <p>*Daily spelling session including dictation</p>	<p>Y2 apostrophes-contraction Y3 Prepositions Y4 Prepositions</p> <p>*Daily spelling session including dictation</p>	<p>Y2 Revision (based on SPAG test results) Identify correct punctuation for different sentences Words that should have capital letters in a sentence Prefix that can be used for two words Joining words gap fill Y3 Revision (based on SPAG test results) Contraction apostrophes Add " " to sentences Identify command words Choose . ! and ? for sentences Verbs Write adjectives to complete a sentence Possessive apostrophes-tick correct version Identify where a full stop should go in the middle of a sentence. Suffix matching Y4 Revision (based on SPAG test results) Contraction-write full version from shortened Re write sentence using capital letters Identify main and subordinate clause Identify longest noun phrase in a sentence Re write adverbial sentences NVAP-identify Nouns, verbs, adjectives and pronouns in a sentence. *Daily spelling session including dictation</p>	<p>Y2 Revision (based on SPAG test results) Identify correct punctuation for different sentences Words that should have capital letters in a sentence Prefix that can be used for two words Joining words gap fill Y3 (based on SPAG test results) Contraction apostrophes Add " " to sentences Identify command words Choose . ! and ? for sentences Verbs Write adjectives to complete a sentence Possessive apostrophes-tick correct version Identify where a full stop should go in the middle of a sentence. Suffix matching Y4 Revision (based on SPAG test results) Contraction-write full version from shortened Re write sentence using capital letters Identify main and subordinate clause Identify longest noun phrase in a sentence Re write adverbial sentences NVAP-identify Nouns, verbs, adjectives and pronouns in a sentence. *Daily spelling session including dictation</p>	<p>Y2 Revision (based on SPAG test results) Identify correct punctuation for different sentences Words that should have capital letters in a sentence Prefix that can be used for two words Joining words gap fill Y3 (based on SPAG test results) Contraction apostrophes Add " " to sentences Identify command words Choose . ! and ? for sentences Verbs Write adjectives to complete a sentence Possessive apostrophes-tick correct version Identify where a full stop should go in the middle of a sentence. Suffix matching Y4 Revision (based on SPAG test results) Contraction-write full version from shortened Re write sentence using capital letters Identify main and subordinate clause Identify longest noun phrase in a sentence Re write adverbial sentences NVAP-identify Nouns, verbs, adjectives and pronouns in a sentence. *Daily spelling session including dictation</p>	
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Literacy	CONTINUE AND FINISH NARRATIVE -LEGENDS *Read and share a range of versions of the Legend of King Arthur *Drama-retell the Sword in the Stone with a group performance *Character description of good and evil characters *Setting description- Camelot castle *Revise speech marks using dialogue from a film *Create own knight and quest and write in format of a legend with appropriate characters, setting and features.	CONTINUE AND FINISH NARRATIVE -LEGENDS *Read and share a range of versions of the Legend of King Arthur *Drama-retell the Sword in the Stone with a group performance *Character description of good and evil characters *Setting description- Camelot castle *Revise speech marks using dialogue from a film *Create own knight and quest and write in format of a legend with appropriate characters, setting and features.	NON-FICTION *Recount of trip *Create Castle souvenir brochure OTHER *Persuasive advert *Design Castle land *Camelot Olympics commentary	NON-FICTION *Recount of trip *Create Castle souvenir brochure OTHER *Persuasive advert *Design Castle land *Camelot Olympics commentary	NON-FICTION *Recount of trip *Create Castle souvenir brochure OTHER *Persuasive advert *Design Castle land *Camelot Olympics commentary
Topic History / Geography	BAMBURGH CASTLE WEBSITE AND RESOURCES TRIP PREPARATION	TRIP TO BAMBURGH CASTLE	RECOUNT OF TRIP TO BAMBURGH	CASTLES SOUVENIR BROCHURE (LINK WITH LITERACY)	CASTLES SOUVENIR BROCHURE (LINK WITH LITERACY)
Numeracy	BIG MATHS FRACTIONS, DECIMALS, PERCENTAGES	BIG MATHS FRACTIONS, DECIMALS, PERCENTAGES	BIG MATHS FRACTIONS, DECIMALS, PERCENTAGES	PROBLEM SOLVING	PROBLEM SOLVING
	YEAR 2 recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	YEAR 2 recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	YEAR 2 recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	YEAR 2 FOCUS Problem solving skills Stage 1: Getting started Stage 2: Working on the problem	YEAR 2 FOCUS Problem solving skills Stage 1: Getting started Stage 2: Working on the problem

<p>write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p>write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p>write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change..</p>	<p>Stage 3: Digging deeper Stage 4: Concluding</p> <p>Problem solving skills</p> <p>Trial and improvement Working systematically (and remember there will be more that one way of doing this) Pattern spotting Working backwards Reasoning logically Visualising Conjecturing</p>	<p>Stage 3: Digging deeper Stage 4: Concluding</p> <p>Problem solving skills</p> <p>Trial and improvement Working systematically (and remember there will be more that one way of doing this) Pattern spotting Working backwards Reasoning logically Visualising Conjecturing</p>
<p>YEAR 3</p> <p>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)</p> <p>compare and order unit fractions, and fractions with the same denominators</p> <p>solve problems that involve all of the above.</p>	<p>YEAR 3</p> <p>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)</p> <p>compare and order unit fractions, and fractions with the same denominators</p> <p>solve problems that involve all of the above.</p>	<p>YEAR 3</p> <p>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)</p> <p>compare and order unit fractions, and fractions with the same denominators</p> <p>solve problems that involve all of the above.</p>	<p>YEAR 3</p> <p><u>FOCUS</u> Problem solving skills</p> <p>Stage 1: Getting started Stage 2: Working on the problem Stage 3: Digging deeper Stage 4: Concluding</p> <p>Problem solving skills</p> <p>Trial and improvement Working systematically (and remember there will be more that one way of doing this) Pattern spotting Working backwards Reasoning logically Visualising Conjecturing</p>	<p>YEAR 3</p> <p><u>FOCUS</u> Problem solving skills</p> <p>Stage 1: Getting started Stage 2: Working on the problem Stage 3: Digging deeper Stage 4: Concluding</p> <p>Problem solving skills</p> <p>Trial and improvement Working systematically (and remember there will be more that one way of doing this) Pattern spotting Working backwards Reasoning logically Visualising Conjecturing</p>

<p>Money add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	<p>Money add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	<p>Money add and subtract amounts of money to give change, using both £ and p in practical contexts</p>		
<p>YEAR 4 recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving</p>	<p>YEAR 4 recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving</p>	<p>YEAR 4 recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving</p>	<p>YEAR 4 <u>FOCUS</u> Problem solving skills Stage 1: Getting started Stage 2: Working on the problem Stage 3: Digging deeper Stage 4: Concluding Problem solving skills Trial and improvement Working systematically (and remember there will be more that one way of doing this) Pattern spotting Working backwards Reasoning logically Visualising Conjecturing</p>	<p>YEAR 4 <u>FOCUS</u> Problem solving skills Stage 1: Getting started Stage 2: Working on the problem Stage 3: Digging deeper Stage 4: Concluding Problem solving skills Trial and improvement Working systematically (and remember there will be more that one way of doing this) Pattern spotting Working backwards Reasoning logically Visualising Conjecturing</p>

	fractions and decimals to two decimal places.	fractions and decimals to two decimal places.	fractions and decimals to two decimal places.		
Music	Tynedale Music Festival <u>Hymn category</u> Hosanna Emmanuel <u>Choral category</u> Be Back soon Could we start again please? Easter service Could we start again please? Hosanna When I think about the cross Everything's Alright Other songs Give a little love Pirates v Mermaids	Tynedale Music Festival <u>Hymn category</u> Hosanna Emmanuel <u>Choral category</u> Be Back soon Could we start again please? Easter service Could we start again please? Hosanna When I think about the cross Everything's Alright Other songs Give a little love Pirates v Mermaids	Tynedale Music Festival <u>Hymn category</u> Hosanna Emmanuel <u>Choral category</u> Be Back soon Could we start again please? Easter service Could we start again please? Hosanna When I think about the cross Everything's Alright Other songs Give a little love Pirates v Mermaids	Tynedale Music Festival <u>Hymn category</u> Hosanna Emmanuel <u>Choral category</u> Be Back soon Could we start again please? Easter service Could we start again please? Hosanna When I think about the cross Everything's Alright Other songs Give a little love Pirates v Mermaids	Tynedale Music Festival <u>Hymn category</u> Hosanna Emmanuel <u>Choral category</u> Be Back soon Could we start again please? Easter service Could we start again please? Hosanna When I think about the cross Everything's Alright Other songs Give a little love Pirates v Mermaids

Computing Mrs Jones	<p>See Mrs Jones plan</p> <p>Other Research - ICT texts- ipads Google search engine and images Range of websites linked with topic</p> <p>MS Word Font style/size/colour Word Art Insert pictures Keyboard skills Formatting Borders</p> <p>Maths games Spelling software Knowledge Box</p>	<p>See Mrs Jones plan</p> <p>Other Research - ICT texts- ipads Google search engine and images Range of websites linked with topic</p> <p>MS Word Font style/size/colour Word Art Insert pictures Keyboard skills Formatting Borders</p> <p>Maths games Spelling software Knowledge Box</p>	<p>See Mrs Jones plan</p> <p>Other Research - ICT texts- ipads Google search engine and images Range of websites linked with topic</p> <p>MS Word Font style/size/colour Word Art Insert pictures Keyboard skills Formatting Borders</p> <p>Maths games Spelling software Knowledge Box</p>	<p>See Mrs Jones plan</p> <p>Other Research - ICT texts- ipads Google search engine and images Range of websites linked with topic</p> <p>MS Word Font style/size/colour Word Art Insert pictures Keyboard skills Formatting Borders</p> <p>Maths games Spelling software Knowledge Box</p>	<p>See Mrs Jones plan</p> <p>Other Research - ICT texts- ipads Google search engine and images Range of websites linked with topic</p> <p>MS Word Font style/size/colour Word Art Insert pictures Keyboard skills Formatting Borders</p> <p>Maths games Spelling software Knowledge Box</p>	
Science/ DT Miss Osborne	Separate planning Cool Catapults	Separate planning Cool Catapults	Separate planning Cool Catapults	Separate planning Cool Catapults	Separate planning Cool Catapults	
Art Miss Osborne	Separate planning Medieval Art	Separate planning Medieval Art	Separate planning Medieval Art	Separate planning Medieval Art	Separate planning Medieval Art	

RE Mrs Rainford	Separate planning How is the Easter story one of Betrayal and Trust? Christian Values: Trust, Responsibility, Hope	Separate planning How is the Easter story one of Betrayal and Trust? Christian Values: Trust, Responsibility, Hope	Separate planning How is the Easter story one of Betrayal and Trust? Christian Values: Trust, Responsibility, Hope	Separate planning How is the Easter story one of Betrayal and Trust? Christian Values: Trust, Responsibility, Hope	Separate planning How is the Easter story one of Betrayal and Trust? Christian Values: Trust, Responsibility, Hope
French Mrs Rainford	Separate planning Food continued	Separate planning Food continued	Separate planning Food continued	Separate planning Food continued	Separate planning Food continued
PE Mr Collins	Separate planning Hockey	Separate planning Hockey	Separate planning Hockey	Separate planning Hockey	Separate planning Hockey