

		Week 1 20.4.24	Week 2 27.4.24	Week 3 4.5.24	Week 4 11.5.24	Week 5 18.5.24
TUESDAY	MATHS KS1 Time	<p><b>One is a Snail Two is a Crab</b>  <a href="#">One Is a Snail Part Two Module.pdf</a>  <a href="#">(riverbendmath.org)</a></p> <p><a href="#">BUILDING NUMBER SENSE - ONE IS A SNAIL, TEN IS A CRAB   you clever monkey</a></p>	<p><b>KS2 Trip to Vindolanda &amp; The Roman Army Museum</b></p>	Step 1 - Months & Days	Step 2 – Hours, minutes & seconds	<p>Replacing Natural Objects for Numbers  <a href="#">Algebraic Equations   Creative STAR Learning   I'm a teacher, get me OUTSIDE here!</a></p>
	SCIENCE KS1 Animals inc Humans	<p><b>Animal Offspring</b>                      To match, sort and group young animals and their adults.</p>		Lifecycles To make careful observations about the life cycles of a variety of animals.  <a href="#">Mini wormery / RHS Campaign for School Gardening</a>  <a href="#">See Twinkl Biodiversity Planning</a>	<p>Make a mini-wormery  <a href="#">Mini wormery / RHS Campaign for School Gardening</a>   <a href="#">See Twinkl Biodiversity Planning</a></p>	<p><b>Growing Up</b>                      To record the similarities and differences between different stages of the human life cycle.</p>
	SCIENCE KS2 Living Things & their Habitats	<p><b>Grouping Living Things</b>                      To recognise that living things can be grouped in a variety of ways <i>by sorting living things into a range of groups.</i></p>		<p><b>Classifying Vertebrates</b>                      To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <i>by generating questions to sort vertebrates in a classification key.</i></p>	<p><b>Classification Keys</b>                      To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <i>by creating classification keys.</i></p>	<p><b>Environmental Changes</b>                      To use scientific evidence to answer questions about endangered living things.</p>
THURSDAY/FRIDAY	MATHS KS2 Time	Recap – Quarter Past & Quarter to	GREEN DAY!	<b>PROJECT EVERYONE</b> Step 1 - Tell the time to 5 minutes	<b>Thought Clouds for Y4s</b> Step 3 – Read time of digital clock	FIRST AID
		Recap – Tell the time past the hour	Recap – Tell time to the hour	Step 2 – Tell the time to the minute	Step 4 – Use am and pm	Step 5 – Convert between analogue and digital times
	ENGLISH KS2	<p>Escape from Pompei                      EXPERIENCE SESSION</p>	GREEN DAY!	<b>PROJECT EVERYONE</b> Escape from Pompei  The eruption	<b>NO Y4's</b>  Volcanos – Non Chronological Report  Notes	FIRST AID
		<p>Escape from Pompei                      The day before...</p>	<p>Escape from Pompei                      The warning signs...</p>	<p>Escape from Pompei                      The escape</p>	<b>NO Y4's</b> Volcanos – Non Chronological Report  Report writing	<p>Volcanos – Non-Chronological Reports                      Editing</p>
ICT Branching Databases	All about data	<p><b>KS2 Trip to Vindolanda &amp; The Roman Army Museum</b></p>	Sorting into Groups	Using a branching database	Whodunit?	

	<b>FOREST SCHOOL</b>	<b>KS1 – Nature Hunt (Finding Natures Treasures)</b>	<b>KS1 – Bug Hunt, Bug Hotels and Clay Bugs</b>	<b>KS1 &amp; 2 – Art/DT</b>	<b>Y1, 2 &amp; 3 - Viaduct Challenge</b>	<b>KS2 – Invertebrate Hunt (Lesson 3)</b>  To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <i>by using keys to identify invertebrates found in the local environment.</i> <ul style="list-style-type: none"> <li>• I can use a key to identify invertebrates.</li> </ul> Using straightforward scientific evidence to answer questions <i>by explaining how they have identified an invertebrate.</i> <ul style="list-style-type: none"> <li>• I can use evidence to identify an invertebrate.</li> </ul>
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