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|  | **Week 1**  **(Fri 3rd Sept)** | **Week 2**  **(6th – 10th Sept)** | **Week 3**  **(13th– 17th Sept)** | **Week 4**  **(20th - 24th**  **Sept)** | **Week 5**  **(28th - 1st Oct)** | **Week 6**  **(4th - 8th**  **Oct)** | **Week 7**  **(11th - 14th**  **Oct)** | **Week 8**  **(17th -20th**  **Oct)** |
| Writing | Well-being week activities  Under the Sea  Read and retell the story of “Tiddler the Story-telling Fish”.  Artwork using paints, collage and observational drawing.  3d aquarium.  Research and learn about sea animals.  Great barrier reef themed maths.  Listen to and respond to sea music and watch underwater sea videos.  Create sea animal dances. | | Cold write- persuading children to come to our school.  Look at persuasive writing/leaflets and identify features. | SPAG  (Gaps identified from Cold Write) | SPAG  (Gaps identified from Cold Write) | SPAG  (Gaps identified from Cold Write) | Persuasive leaflet - why it is great to live in Corsham.  Hot write  Edit and publish | Assessment? |
| TopicGeography | Can I use a globe/atlas to locate England and the UK?  Can I use a local map to identify where I live and where my school is? | What are some human features in the local environment?  What are some physical features in the local environment? | Can I use a map to locate some human and geographical features in my local environment? | What is the local land used for?  How has the land use changed over time, and why? | How could I use sketch maps, plans, graphs and computers to record what I have observed? | What do I like/dislike about where I live?  What is the water cycle? |
| Reading | Non-fiction  About Corsham | Non-fiction | Non-fiction Earthquakes | Non-fiction  Volcanoes | Non-fiction | Assessment |
| Mathematics | PiXL sequence of learning | PiXL sequence of learning | PiXL sequence of learning | PiXL sequence of learning | PiXL sequence of learning | PiXL sequence of learning |
| **Computing** | Using databases to find, edit and add information. | | | | | | | |
| **R.E** |  | |  |  |  |  |  | Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? |
| **Languages**  **French** | **ALL ABOUT ME**  Understand a range of spoken phrases.  Understand standard language (sometimes asking for words or phrases to be repeated).  Pronounce words showing a knowledge of sound patterns  Identify countries and communities where the language is spoken. | | | | | | | |
| **PE** | Gym - Monday pm  Up and Under – Thursday pm | | | | | | | |
| **L4L / PSHE** | I know something about everyone in my class. | |  | I can work in a cooperative way with others. |  | I have thought about how everyone has to live by rules. | What sort of boundaries are appropriate in friendships with peers and others (including digital context). |  |