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| **Topic: Who am I?** | **Week 1 –**  **(3 days)** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **English**  **Weeks 1 and 2**  Pre-teaching of story language  I’m a girl! | Pre-teaching **nouns** from story. Actions to go with each noun e.g. girl, boy  Looking at abstract nouns.  Matching nouns with pictures  **Grammar focus**  What’s in a sentence?  Constructing simple sentences.  Subject/ verb/object sentences:  The rabbit plays music.  Tibor plays football.  Julian likes films. | Pre-teaching **verbs** from the story  Constructing simple sentences using a writing frame  The boy learns music.  The girl reads books.  **Grammar focus**  Using the verb ‘to be’  Conjugation of verbs  Using pronouns | Introduce **I’m a Girl** to children  Shared reading comprehension  Sequence story  Sentence building using verbs and nouns.  Introduce **adjectives** to describe  The girl is **spontaneous**    The boy **is** noisy.  Boys **are** noisy.  **Grammar focus**  Independent SVO sentences  Possessive determines  ‘I like **my** cat’  ‘She brushes **her** hair’ | Likes and dislikes.  What do you think the girl in the story likes? What do you think she dislikes?  What do you like?  What don’t you like?  What can you do?  What can you not do?  Using ‘but’  I can ride a bike but I cannot drive a car.  I can speak English but I cannot speak French.  **Grammar focus**  Negations  I like…  I do not like…  I don’t like  I am …  I am not…  I can…  I cannot… | Children to create a book about themselves entitled ‘I’m (name)’ using ICT.  Plan  1st draft  Type / add photographs  **Grammar checklist**  Conjugation of variety of verbs including to be (present tense)  Use of adjectives  Use of negations | **Assessment**   * **Verbs** * **Nouns** * **Adjectives** * **Negation** * **Use of pronouns** |
| **Maths**  **Place value** | **Times table focus x2**  **Number bonds week**   * Part/part/ whole investigation   LA – 10 or 20  MA – 20  HA – 100  How many ways can you make – 18?  Rule is that it’s always 1 more pair than the bond.  **Extension**  How many ways can you make 10 using three parts? E.g. 10, 5, 5  10 Frame – see Sharon’s sheet  Subitising activities  **Investigations**  Which number bonds have a double?  **Top teacher**  Assess by explaining to children you’re looking out for good practice e.g. when doing daily operations are children counting on fingers?  Are they using number bonds with purpose? | **Times table focus x2**  **Place value**  P3 – comparing, ordering numbers to 50  Partitioning 2 digit numbers (straw bundles)  P6 - comparing, ordering numbers to 1000  (P6 children up to 10,000)  Writing numbers to 10,000 as words and digits  **Key vocab**  Value  Digit  Underline  Thousands  Hundreds  Tens  Units  Partition | **Times table focus x3**  Using <,>,= to compare  (All)  P3 – One more / 1 less than  P6 – 10/100 more than/ less than  P6 Rounding to nearest 10/ 100  Doubling and halving  (All)  Target work – laptops | **Times table focus x3**  Addition  P3 – Introducing a column method  P6 – 2 step word problems money and measure | **Times table focus – division facts 2**  Subtraction  P3 – Introducing a column method  P6 – 2 step word problems money and measure | **Times table focus – division facts 3**  **Assessment**  **Place value** |