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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, boyLooking 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 storyConstructing simple sentences using a writing frameThe boy learns music.The girl reads books.**Grammar focus**Using the verb ‘to be’Conjugation of verbsUsing pronouns  | Introduce **I’m a Girl** to childrenShared reading comprehensionSequence storySentence building using verbs and nouns.Introduce **adjectives** to describe The girl is **spontaneous** The boy **is** noisy.Boys **are** noisy. **Grammar focus**Independent SVO sentencesPossessive 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**NegationsI like…I do not like…I don’t likeI am …I am not…I can…I cannot… | Children to create a book about themselves entitled ‘I’m (name)’ using ICT. Plan 1st draftType / add photographs**Grammar checklist**Conjugation of variety of verbs including to be (present tense)Use of adjectivesUse of negations | **Assessment*** **Verbs**
* **Nouns**
* **Adjectives**
* **Negation**
* **Use of pronouns**
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| **Maths** **Place value** | **Times table focus x2****Number bonds week*** Part/part/ whole investigation

LA – 10 or 20MA – 20HA – 100How 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 sheetSubitising 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 50Partitioning 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 DigitUnderlineThousands Hundreds Tens UnitsPartition  | **Times table focus x3**Using <,>,= to compare(All)P3 – One more / 1 less thanP6 – 10/100 more than/ less thanP6 Rounding to nearest 10/ 100Doubling and halving(All)Target work – laptops  | **Times table focus x3**Addition P3 – Introducing a column methodP6 – 2 step word problems money and measure | **Times table focus – division facts 2**SubtractionP3 – Introducing a column methodP6 – 2 step word problems money and measure | **Times table focus – division facts 3****Assessment****Place value** |