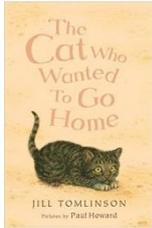


<p>English</p>	<p>MAIN TEXT: <i>George and the Dragon</i></p> <div data-bbox="432 165 932 405"> <p>St George and the Dragon</p>  </div> <p>Story Plot: Quest/Journey</p> <p>Toolkit Focus: Characterisation</p> <p>Poems to perform – Charles Causley</p> <p>Non-chronological report – dragons</p>	<p>Reading for Enjoyment</p> <p>Class 1</p> <div data-bbox="959 264 1106 483">  </div> <p>Class 2</p> <div data-bbox="1193 255 1345 483">  </div>
<p>Mathematics</p>	<p>Maths No Problem Chapter 3 – Multiplication Division Chapter 4 – Further Multiplication and Division</p>	
<p>Science</p>	<p>Forces and magnets</p> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> -Can they group objects/things according to how they move? -Can they raise questions about the impact of different surfaces upon the movement of objects? -Can they devise comparative tests to investigate and find answers to their questions? -Can they make measurements and gather data in order to make comparisons? -Can they investigate & compare the strength of different magnets? -Can they sort & group materials according to their magnetic properties? -Can they explore and identify patterns in the way that magnets behave in relation to one another? -Can they identify how the properties of magnets are applied re their use in everyday objects? <p><u>Knowledge & Understanding</u></p> <ul style="list-style-type: none"> -Can they compare how things move on different surfaces? -Can they observe that magnetic forces act without direct contact? -Can they observe how some magnets attract or repel each other? -Can they classify which materials according to whether or not they are attracted to magnets? -Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance? -Can they identify some magnetic materials? -Can they describe magnets have having two poles (N & S)? -Can they predict whether two magnets will attract or repel each other depending on which poles are facing? -Can they compare the strengths of different magnets and find fair ways of investigating this? 	
<p>History</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p><i>Possible starting point / stimulus</i></p> <p><i>History off the page workshop</i></p> <p><i>Picture/museum visit seeing stone/iron age tools</i></p> <p>This could include:</p> <ul style="list-style-type: none"> -late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae -Bronze Age religion, technology and travel, e.g. Stonehenge -Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Can they set out events on a timeline, within a given period identifying special events that took place?</p> <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> -Can they begin to picture what life would have been like for the early settlers? -Do they appreciate that the early Britons would not have communicated as we do or have eaten as we do? <p>Historical enquiry</p> <ul style="list-style-type: none"> -Can they raise questions about changes in how people lived over time? -Can they use various sources of evidence to answer questions? -Can they use various sources to piece together information about a period in history? -Can they, through research, identify similarities and differences between given periods in history? -Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? -Can they research a specific event from the past? -Can they use their 'information finding' skills in writing to help them write about historical information? <p>Chronological understanding</p> <ul style="list-style-type: none"> -Can they use a timeline within a specific time in history to set out the order things may have happened? -Can they describe events and periods using the words: BC, AD and decade? -Can they describe events from the past using dates when things happened? -Can they describe events and periods using the words: ancient and century? 	
<p>Geography</p>	<p>None</p>	
<p>Computing</p>	<p>Using the internet – Purple mash link to topic work</p> <ul style="list-style-type: none"> -Can they find relevant information by browsing a menu? -Can they search for an image, then copy and paste it into a document? -Can they use 'Save picture as' to save an image to the computer? -Can they copy and paste text into a document? -Do they begin to use note making skills to decide what text to copy? -Can they use the email address book? -Can they open and send an attachment? <p>Challenging</p> <ul style="list-style-type: none"> -Can they search by key word using a child friendly search engine? -Can they book mark a page into your favourites? 	
<p>Religious Education</p>	<p>What is the significance of light in religions?</p> <p>Why is light special?</p> <p>Why do Hindus have divas for Diwali?</p> <p>Why do Sikhs celebrate Diwali?</p> <p>How do Christians use light at Christmas?</p> <p>What do Jews remember at Hanukkah?</p> <p>What does the light at Hanukkah symbolise?</p> <p>Why is light important at Diwali Christmas and Hanukkah?</p>	
<p>Physical Education</p>	<p>Dance Health and fitness</p>	

	<p>-Can they explain why warming up is important? -Can they explain why keeping fit is good for their health?</p> <p>Dance</p> <p>-Do they improvise freely, translating ideas from a stimulus into movement? -Can they create dance phrases that communicate ideas? -Do they share and create phrases with a partner and in small groups? -Can they repeat, remember and perform these phrases in a dance? -Do they use dynamic, rhythmic and expressive qualities clearly and with control? -Do they understand the importance of warming-up and cooling-down? -Do they recognise and talk about the movements used and the expressive qualities of dance? -Can they suggest improvements to their own and other people's dances?</p>
Art and Design	No arts design.
Design and technology	<p>Moving Monsters- Dragons</p> <p>Mechanical components</p> <p>-Do they select the most appropriate tools and techniques to use for a given task? -Can they use a number of components?</p> <p>Stiff and flexible sheet materials</p> <p>-Do they use the most appropriate materials? -Can they work accurately to make cuts and holes? -Can they join materials?</p> <p>Textiles</p> <p>-Can they choose textiles both for their appearance and also qualities?</p> <p>Developing, planning and communicating ideas</p> <p>-Can they show that their design meets a range of requirements? -Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? -Can they describe their design using an accurately labelled sketch and words? -How realistic is their plan?</p> <p>Working with tools, equipment, materials and components to make quality products</p> <p>-Can they use equipment and tools accurately?</p> <p>Evaluating processes and products</p> <p>-Can they explain what they changed which made their design even better?</p>
Music	<p>Exploring Sound Colours</p> <p>Performing</p> <p>-Can they play clear notes on instruments?</p> <p>Composing</p> <p>-Can they use different elements in their composition? -Can they create repeated patterns with different instruments?</p> <p>Appraising</p> <p>-Can they improve their work, explaining how it has improved? -Can they use musical words to describe what they like and dislike? -Can they recognise the work of at least one famous composer?</p> <p>Challenge</p> <p>-Can they tell whether a change is gradual or sudden? -Can they identify repetition, contrasts and variations?</p>
French	<p>Listening and responding</p> <p>-Do they understand simple classroom commands? -Do they understand short statements? -Do they understand simple questions? -Do they understand clearly spoken speech? May need a lot of help, e.g. gesture and repetition.</p> <p>Speaking</p> <p>-Can they answer with a single word? -Can they answer with a short phrase? Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</p> <p>Reading and responding</p> <p>-Can they read and understand a single word? Presented in clear script in familiar context. May need visual cues.</p> <p>Writing</p> <p>-Can they copy a single word correctly? -Can they label items? -Can they choose the right words to complete a phrase? -Can they choose the right words to complete a short sentence?</p>
PSHE	<p>e-safety lesson</p> <p>Celebrating Difference (including anti-bullying)</p> <p>Families Can they accept that everyone is different? Can they include others when working and playing?</p> <p>Family conflict Do they know how to help if someone is being bullied?</p> <p>Witness and feelings Can they try to solve problems?</p> <p>Witness and solutions Can they use kind words?</p> <p>Words that harm Can they give compliments?</p> <p>Celebrating difference</p>
Enrichment	<ul style="list-style-type: none"> • Museum of London – Stone Age – book workshop • Educational visit –Place of Worship Synagogue visit <p>Anti-bullying Week</p>