|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **English****Theme – Charlie and the Chocolate Factory** | **Maths****Theme – Multiplication and Division** | **PSHE / SRE / RE** | **Topic /Art/Cooking /Science****Theme – Our Wonderful World** | **Specific Dates** |
| **Week 1 – 17.4.23** | Lesson 1 – LI: I can use clues to predict what is going to happen.Give children a golden ticket, chocolate bar and some pictures of Oompah loompahs, also a run down shack. What might the story be? Write a mind map together or in two groups.Lesson 2 – LI: I can explain the main events of a story.LI: Read chapter 1 – map out the events so far – what do we know?Lesson 3 – LI: To write a prediction using because.Read chapter 2 at the end of the lesson.Lesson 4 – LI: To write a character description – Charlie | Lesson 1 – I can count in 2s.Lesson 2 – I can count in 2s (Twinkl)Lesson 3 – I can count in 2s (Twinkl)Lesson 4 – I can count in 10s  | PSHE – Topic to build on creating an emotion toolkit for each child.LI: I can recognise the different emotions Activity – emotion sorting cardsLI: I can recognise what makes me happy.Activity – sunshine – words around it, what makes me happy.SRERE - **Religion and Rituals****LI: I can understand what a ritual is.****Activity – ritual or routine sorting cards** | Topic- Our Wonderful WorldLI: I can recognise different places on the map of the world.Using a large map of the world, talk to the children about what countries they know/been to. Using travel brochures we cut out pictures related to different countries and place them on the map ready for display.Science – PlantsLI: I can share my knowledge of plants.Activity – group mind map about what we know.LI: I can recognise what a plant needs to surviveActivity – plant sunflower seeds.LI: I can describe and compare plants, seeds and bulbs.Activity – sorting cards / pictures.Art / DT – LI: I can express my personality using graffiti art.ORLI: I can make a collage of a flowering plant.Cooking –Make rocky road – link with English?PE Team games | 23rd April – St George’s day. |
| Phonics / RWI / Spellings / SPaGPhonics / RWI – see individual children’s plansSPaG – see individual children’s learningSpellings – Year 1/2Vowel digraphs ‘ow’ and ‘ou’.Now, how, brown, down, town, out, about, mouth, sound, you |
|  | **English****Theme –** **Charlie and the Chocolate Factory** | **Maths****Theme: Number****Yr1 – Addition and subtraction****Yr2/3 - Multiplication and Division** | **PSHE / SRE / RE** | **Topic /Art/cooking**  | **Specific Dates** |
| **Week 2 - 24.3.23** | Lesson 1 –LI: To use clues from the text to create an image.Read chapters 3 / 4What do the workers look like? Draw a picture and write key words / sentences about them that we know.Lesson 2 –LI: To use empathy to relate to a character.Read chapter 5How would you feel if you won a golden ticket? Give each child an envelope with a golden ticket in it. Use the senses to explain how you feel.Lesson 3 –LI: I can create a newspaper report, using the 5Ws. (Planning)Read chapter 6 – Augustus Gloop was reported in a newspaper, create a newspaper report about the finding of the ticket.Lesson 4 –  LI: I can create a newspaper report, using the 5Ws. (creating) | Lesson 1 – I can count in 10s (Twinkl)Lesson 2 – I can count in 5sLesson 3 – I can count in 5s (Twinkl)Lesson 4 – I can count in 5s (Twinkl) | PSHE – **Emotions – continue work on emotions toolkit.****LI: I can recognise how different activities may make me feel.****Activity – activity to emotion matching sheet.**LI: I can recognise what makes me feel sad.Activity – what weather reflects being sad? Artwork and words.RSE – RE – **Religion and Rituals****LI: I can explain what Salat is and why it is important to Muslims.**Activity – design your own prayer mat. | Topic- Our Wonderful World - UK*LI: I can map different countries in the world. (ongoing)*Children to have an A3 map of the world, as we introduce new countries they stick a flag for that country on the map.LI: *I can name the countries and their captials in the United Kingdom.*Children to have a map of the UK, they are to use an atlas to look at the different countries and to label them along with their capital cities. Also we are to map where we live. Use Google Earth to look at the UK.Science – PlantsLI: I can name and compare the parts of plants.Activity – variety of work on naming parts of flowering plants.Activity – dissect a daffodil.Art- *LI: I can use collage to create a union Jack flag.*Collage – union JackCooking / food tasting*LI: I can comment on a traditional dish for the UK, explaining my likes and dislikes.* – fish and chips.PE Team games | 1.5.23 – May Day |
| Phonics / RWI / Spellings / SPaGPhonics / RWI – see individual children’s plansSPaG – see individual children’s learningSpellings – Year 1/2Words ending with the sound /ee/ spelt with ‘y’.Very, happy, funny, party, family, dizzy, smelly, silly, jolly, sunny |
|  | **English****Theme – Charlie and the Chocolate Factory** | **Maths****Theme: Number****Multiplication and Division** | **PSHE / RSE / RE** | **Topic /Art/cooking**  | **Specific Dates** |
| **Week 3 – 1.5.23** | Lesson 1 –LI: I can create my own character in the form of the author.Use the first name / surname cards to create your own character. Children to draw a picture and write a description for their character.Lesson 2 –LI: I can recount events in a story.Read chapters 7 and 8.Ask the children to freeze frame what has happened so far in these chapters. Lesson 3 –LI: I can recount and order events in a story.Children to use the freeze frames from the previous lesson to create a story board from the chapters read.Lesson 4 – LI: I can understand how a character might be feeling from clues in the text.Read chapters 9 and 10. Map out how Grampa Jo feels at the start and the end of the chapter. | Lesson 1 – Bank HolidayLesson 2 – I can recognise equal groupsLesson 3 – I can add equal groups.Lesson 4 –I can make arrays. | **PSHE – Emotions – continue work on emotions toolkit.****LI: I can recognise how different activities may make me feel.****Activity – activity to emotion matching sheet.**LI: I can recognise what makes me feel angry.Activity – what weather reflects being angry? Artwork and words.**RSE –** **RE – Religion and Rituals****LI: I can explore the ritual of Puja.****Activity – four in a row game.** | Topic- Our Wonderful World – Italy*LI: I can create a fact file about Italy.*Use <https://www.youtube.com>/watch?v=kSOIiKgTh5YItaly – Fun and Facts.Go JettersChildren to create a fact file in pairs / groups about Italy.Science – PlantsLI: I can identify and name some common garden and wild plants.Activity – Use a plant classification to name different plants.Art*LI: I can use water colours to recreate a photograph.*Children to be given a picture of an Italian landmark, using watercolour paints they are to recreate the image.Cooking / food tasting– pizza (pitta bread pizzas)PE Team games | 6th May – King’s Coronation |
| Phonics / RWI / Spellings / SPaGPhonics / RWI – see individual children’s plansSPaG – see individual children’s learningSpellings – Year 1/2Vowel digraph ‘or’ and the vowel trigraph ‘ore’.For, short, born, horse, morning, more, score, before, wore, shore |
|  | **English****Theme – Charlie and the Chocolate Factory** | **Maths****Theme: Number****Multiplication and Division** | **PSHE / SRE / RE** | **Topic /Art/Cooking** **Our Wonderful World** | **Specific Dates** |
| **Week 4 - 8.5.23** | Lesson 1 –LI: I can give my opinion.Read chapter 10 until he finds the money. Activity – what would you do? What should he do?Finish reading the end of the chapter and chapter 11Lesson 2 –LI: I can use clues from the text to write a character description.Read chapters 12 and 13. What does Willy Wonka look like? What do we know about him. Split the page into four – appearance, character, interesting facts, quotes.Lesson 3 –LI: I can use my imagination to describe a setting.If you were invited into a ‘chocolate room’ what do you think it might look like?End of lesson read chapters 14, 15, 16.Lesson 4 – LI: I can answer questions based on a text.Read chapters 17 and 18 to the children and ask them to answer questions based on what we have read. Can they set a question for a partner?  | Lesson 1 – Bank HolidayLesson 2 – I can make arrays (practical)Lesson 3 – I can double numbers (practical)Lesson 4 –I can make doubles. | **PSHE – Emotions – continue work on emotions toolkit.****LI: I can recognise how different activities may make me feel.****Activity – activity to emotion matching sheet.**LI: I can recognise what makes me feel worried.Activity – what weather reflects being worried? Artwork and words.**RSE –** **RE – Religion and Rituals****LI: I can explore what happens during Holy Communion.****Activity – fill in words to create a poem.** | Topic- Our Wonderful World – China*LI: I can understand what is meant by an endangered animal.*Explain to the children what an endangered animal is.In groups focus on one endangered animal – researching on the Ipads and writing facts down.Present information to the other groups.Science – PlantsLI: I can identify and name some common trees.Activity – tree identification classification.Collect leaves from trees to name and identify.Art- Terracota army – salt doughCooking / food tasting - noodlesCookingI can plan and design my own chocolate bar.PE - Team games | Burns Night Jan 25thDN out safeguarding training 27.1.22 9.30 – 1.30 |
| Phonics / RWI / Spellings / SPaGPhonics / RWI – see individual children’s plansSPaG – see individual children’s learningSpellings – Year 1/2Vowel digraphs ‘aw’ and ‘au’.Saw, draw, yawn, crawl, claw, author, august, dinosaur, astronaut, your |
|  | **English****Theme – Charlie and the Chocolate Factory** | **Maths****Theme: Number****Multiplication and Division** | **PSHE / SRE / RE** | **Topic /Art/Cooking****Our Wonderful World** | **Specific Dates** |
| **Week 5 - 15.5.23** | Lesson 1 –LI: I can use describing words to paint a picture.What would you sweet invention be? Draw a picture and key words.Lesson 2 –LI: I can create an advert using persuasive language for my sweet invention.Children to use the work from lesson 1 this week to create a poster advertising their sweet.Lesson 3 –LI: I can use persuasive language.Children to create a video advert of their sweet.Read chapters 19 to 23.Lesson 4 – LI: I can answer questions based on a text. | Lesson 1 – I can make equal groups by grouping.Lesson 2 – I can make equal groups by sharing.Lesson 3 – AssessmentLesson 4 – I can recognise a half of an object or a shape. | **PSHE – Emotions – continue work on emotions toolkit.****LI: I can recognise what’s special about me.****Activity – activity sheet about recognising good things.**LI: I can recognise what makes me feel scared.Activity – what weather reflects being scared? Artwork and words.**RSE –** **RE – Religion and Rituals****LI: I can compare rituals from different religions.****Activity – sorting cards** | Topic- Our Wonderful World – AustraliaLI: I can research specific events in History.??????Who founded Australia – journeys and countries being founded.Science – PlantsLI: I can name, sort and compare some common fruit and vegetable plants.Activity – sorting activityArt- Aboriginal artCooking – see Science – veg soup.CookingI can create my own chocolate bar.PE Team games | Chinese New Year 1st Feb |
| Phonics / RWI / Spellings / SPaGPhonics / RWI – see individual children’s plansSPaG – see individual children’s learningSpellings – Year 1/2Vowel trigraphs ‘air’ and ‘are’.Air, fair, pair, hair, chair, bare, dare, care, share, scared |
|  | **English****Theme – Charlie and the Chocolate Factory** | **Maths** **Theme:****Shape - Fractions** | **PSHE / SRE / RE** | **Topic /Art/cooking** **Our Wonderful World** | **Specific Dates** |
| **Week 6 – 22.5.23** | Lesson 1 –Li: I can plan a diary entry.Read chapter 24.What happens to Veruca Salt? How do you think she feels.Create a mind map about what we know about her.Lesson 2 –LI: I can write a diary entry.Write a diary entry for Veruca Salt and how she feels about what happened to her, use the work from lesson 1 to support this.Lesson 3 –LI: I can write a setting description.Read chapter 25What is it like in the Great Glass Elevator? What can you see?Lesson 4 – LI: I can write a book review using my opinion.Read the final chapters and write a book review.  | Lesson 1 – I can find half of an object or shape.Lesson 2 – I can recognise a half of a quantity.Lesson 3 – I can recognise a quarter of an object or a shape.Lesson 4 –I can find a quarter of an object or shape. | **PSHE – Emotions – continue work on emotions toolkit.****LI: I can recognise my emotions and how to support them.**Activity – create own emotional toolkit.**RSE –** **RE – Religion and Rituals****LI: I can name some features of religious rituals.****Activity – sorting cards religious rituals, non-religious rituals and both.** | Topic- Our Wonderful World – USAFamous buildings / landmarks / places.LI: I can name some famous landmarks in the world.Science – PlantsLi: I can name and compare some common plants and trees.Activity – comparison discussion cardsArt- Statue of Liberty – clay model.Cooking / food tasting – BBQ CookingI can design my own dessert using chocolate brownies.PE Team games |  |
| Phonics / RWI / Spellings / SPaGPhonics / RWI – see individual children’s plansSPaG – see individual children’s learningSpellings – Year 1/2Vowel trigraph ‘ear’.Dear, hear, beard, near, year, clear, fear, bear, wear, pear |
|  | **English****Theme – Charlie and the Chocolate Factory** | **Maths** **Theme:** | **PSHE / SRE / RE** | **Topic /Art/cooking**  | **Specific Dates** |
|  | Lesson 1 –LI: I can create a news report.Ask the children what shocking thing happened at the end of the story? Charlie gets given the factory. We are going to be news reporters and create a news video to report on this. What do we need to do?Lesson 2 –LI: I can create a news report.Children to work in groups with an adult to create a video news report about what happened at the end of the story.Lesson 3 –LI: I can compare a book with a film.Children to watch the film and to look at the similarities and differences between that and the book.Lesson 4 –  LI: I can compare a book with a film.Children to watch the film and to look at the similarities and differences between that and the book. |  | **PSHE – Emotions – See TP planning****RSE -** **RE –**  | Topic(History / Geography)ScienceArt / DT- CookingI can create chocolate brownies.PE **Team games** | Valentine’s Day |
| Phonics / RWI / Spellings / SPaGPhonics / RWI – see individual children’s plansSPaG – see individual children’s learningSpellings – Year 1/2Cold, gold, hold, told, every, great, break, steak, busy, peopleYear 3Straight, earth, early, learn, heard, eight, eighth, weight |

Lesson 1 –

Y1 – Time to the hour

Y2 – Telling time to the hour

Y3 – I can tell the time to 5 minutes

Lesson 2 –

Y1 – Time to the hour

Y2 – Telling time to the half hour

Y3 – I can tell the time to the minute.

Lesson 3 –

Y1 – Time to the half hour

Y2 – Quarter past and quarter to

Y3 – I can use AM and PM

Lesson 4 –

Y1 – Time to the half hour

Y2 – Quarter past and quarter to

Y3 – I can solve problems involving time.

Science – Year 1

**Everyday materials**

Pupils should be taught to:

* distinguish between an object and the material from which it is made
* identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
* describe the simple physical properties of a variety of everyday materials
* compare and group together a variety of everyday materials on the basis of their simple physical properties

Science – Year 2

**Uses of everyday materials**

Pupils should be taught to:

* identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
* find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Science- Year 3

**Rocks**

Pupils should be taught to:

* compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
* describe in simple terms how fossils are formed when things that have lived are trapped within rock
* recognise that soils are made from rocks and organic matter

**Seasonal changes – Year 1**

Pupils should be taught to:

* observe changes across the 4 seasons
* observe and describe weather associated with the seasons and how day length varies

History (Key stage 1)

Pupils should be taught about:

♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

♣ significant historical events, people and places in their own locality.

DT

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

Design

♣ design purposeful, functional, appealing products for themselves and other users based on design criteria

♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

♣ explore and evaluate a range of existing products

♣ evaluate their ideas and products against design criteria Technical knowledge

♣ build structures, exploring how they can be made stronger, stiffer and more stable

♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:

Design

♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

♣ investigate and analyse a range of existing products

♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

♣ understand how key events and individuals in design and technology have helped shape the world Technical knowledge

♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures

♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

♣ apply their understanding of computing to program, monitor and control their products.

 Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

♣ use the basic principles of a healthy and varied diet to prepare dishes

♣ understand where food comes from.

Key stage 2

♣ understand and apply the principles of a healthy and varied diet

♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

