



| WEEK SUBJECT | 1 <i>24/4/2023</i> | 2 <i>1/5/2023</i> | 3 <i>8/5/2023</i> | 4 <i>15/5/2023</i> | 5 <i>22/5/2023</i> |
|--------------------|--|--|--|--|--|
| ENGLISH | <p><u>Orion and the Dark</u> Discuss fears and relate to own. Think about the solutions Orion has come up with. Are they realistic? What else might he have done? Write suggestions. Look at the picture of Orion at the foot of the stairs. How is he feeling? How do we know? How does the illustration help the reader? Thought bubble for Orion. What else might mum have said? Role play a conversation. Freeze frame. Grammar-Write this conversation in speech bubbles. Model how to turn speech in bubbles into direct speech. Write as direct speech. Benchmark Task Write a non-chronological report about light and dark.</p> | <p><u>Why does the Coronation of King Charles III matter?</u></p> <ol style="list-style-type: none"> 1. What is a monarch? 2. Who are King Charles III and the Queen Consort? 3. What is a Coronation? | <p><u>Orion and the Dark</u> Discuss what we expect dark to look like. We will explore 'dark's' character and discuss words and phrases to describe the dark.(Wall display). Discuss how Dark helps Orion first of all. Think about Orion's feelings now. Look at page with the night-time sounds. Predict what might make these sounds. Check on following page. Role play conversation between Dark and Orion. Write in speech bubbles. Write as direct speech. Grammar-Use picture of outside. List nouns that are making the sounds. Create expanded noun phrases.</p> | <p><u>Orion and the Dark</u> Discuss onomatopoeia. Listen to The Sound Collector poem. Watch performances and note tone, volume, sound effects. Use the sounds from the book and discuss what other sounds might be heard at night. Write poem. Read the rest of the book and children plan and retell the story. Grammar- using fronted adverbials. (Using examples referring to the action in the book).</p> | <p><u>Orion and the Dark</u> This week will focus on the children learning about the features of a non-chronological report and then collecting information for the report on light and dark. End Benchmark Task Write the non-chronological report about light and dark.</p> |
| MATHEMATICS | <p><u>Mass and Capacity</u> Measure mass in grams. Measure mass in kilograms and grams. Equivalent masses. Comparing masses. Add and subtract mass. Fluency.</p> | <p><u>Money</u> Pounds and pence. Converting pounds and pence. Add money- using notes and coins to add two amounts. Subtract money- using notes and coins to subtract pounds and pence separately. Fluency.</p> | <p><u>Money</u> Find change- Use notes and coins to model what happens when change is needed. Children use number lines and part-whole models to subtract to find change. <u>Fractions</u> Adding fractions. Subtracting fractions. Partition the whole. Fluency.</p> | <p><u>Fractions</u> Unit fractions of a set of objects. Non unit fractions of a set of objects. Reasoning with fractions of an amount. Problem solving. Fluency.</p> | <p><u>Shape</u> Turns and angles. Right angles. Comparing angles. Fluency.</p> |
| NOTES | Week 1 | Week 2 Bank Holiday. Polling Day. | Week 1 Bank Holiday | Week 2 | Week 1 |



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| SCIENCE | <u>Plants</u> The children will explore the requirements of plants for life and growth. These are air, light, water, nutrients from soil, and room to grow. They will explore how they vary from plant to plant. Then they will investigate the way in which water is transported within plants. | | <u>Plants</u> The children will learn about the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | <u>Light</u> The children will learn that they need light in order to see things and that dark is the absence of light. Investigate what we need in order to see objects in a dark place and discover how light travels. They will investigate that without light you cannot see and that light travels in straight lines. |
| RE | <u>Celebrating Easter and Pentecost</u> I will read the poem about how we celebrate new life in Spring. We will discuss this poem. How we celebrate Easter, including the Easter Vigil and the Easter Vigil Mass. Write their own short prayer, beginning and ending the prayer with 'ALLELUIA'. | <u>Celebrating Easter and Pentecost</u> The story of the Road to Emmaus. The children will imagine that they are one of the two disciples and will write what they would have told the other disciples about what had happened when they returned to Jerusalem. | <u>Celebrating Easter and Pentecost</u> The children will learn about the meaning of the resurrection. Around a picture of the resurrection, the children will write what this means for everyone. The story of the Ascension and we will discuss what this means for us. | <u>Celebrating Easter and Pentecost</u> The children will learn what happened at Pentecost. They will take turns with a partner to be an apostle and tell their partner what happened. After discussion, the children will write the story of Pentecost and write how this changed the apostles. | <u>Celebrating Easter and Pentecost</u> The fruits of the Holy Spirit - love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. We will discuss the things that the children can say or do which shows that the Holy Spirit is alive in them. |
| PSHE | | <u>Safe in my Body</u> To judge well what kind of physical contact is acceptable or unacceptable and how to respond. | | <u>Drugs, Alcohol and Tobacco</u> To understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body. | <u>First Aid Heroes.</u> Children can help in an emergency using their First Aid knowledge. |
| COMPUTING | | | | | |
| MFL | Niveau Bleu Module 4 | Niveau Bleu Module 4 | Niveau Bleu Module 4 | Niveau Bleu Module 4 | Niveau Bleu Module 4 |



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| HISTORY / GEOGRAPHY | | The children will learn how the findings of Scara Brae changed our view of Stone Age people. The focus will be on Society / Commerce. | | The children will learn which period/Age Torcs were created and what this tells us about this era. The children will learn about the Beaker People. | |
| DIVERSITY | | | | Inclusion - children tact out 'Who's In?' scenarios, following a discussion. | |
| PE | <u>Stockport County</u> | <u>Stockport County</u> | <u>Stockport County</u> | <u>Stockport County</u> | <u>Stockport County</u> |
| ART / DT | <u>Cloth, Thread, Paint</u> The children will learn how artists use textiles and sewing to make art. They will explore colour and texture, creating imagery inspired by land and seascapes.(Look at the work of textile artists Alice Kettle and Hannah Rae). Work in sketchbooks. | | <u>Cloth, Thread, Paint</u> The children will mix colours to create a background on a piece of cloth. The children will learn how artists use textiles and sewing to make art. They will explore colour and texture, creating imagery inspired by land and seascapes. They will look at the work of textile artists Alice Kettle and Hannah Rae. Work in sketchbooks. | | <u>Cloth, Thread, Paint</u> Then, they will add texture and marks into their scene, using stitches. |
| MUSIC | <u>African Drumming Charanga- Bringing Us Together</u> Listen to this song and appraise it. Then play warm-up games and then begin to learn to sing this song. | <u>African Drumming</u> | <u>African Drumming Charanga- Bringing Us Together</u> Play warm-up games and then practise singing this song. Practise playing the glockenspiel. | <u>African Drumming</u> | <u>African Drumming Charanga- Bringing Us Together</u> Play warm-up games and then sing this song with a glockenspiel accompaniment. |
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