

	<b>Week 1 (wb 14.9)</b>	<b>Week2</b>	<b>Week3</b>	<b>Week4</b>	<b>Week5</b>	<b>Week6</b>
<b>Reading</b>	Varjak Paw (Class book)	Tudor Tales – the actor, the rebel and the wrinkled Queen.	Tudor Tales – the actor, the rebel and the wrinkled Queen.	The Spanish Armada and the Mary Rose (Non Fiction)	The Black Death (Non-fiction)	Let’s think in English
<b>Writing</b>	Assessed writing: Holiday Recount	Fiction  Writing Setting and Character descriptions.	Fiction  Writing Setting and Character descriptions.	Non-Fiction  Non-chronological reports.	Non-Fiction  Non-chronological reports.	Non-Fiction  Non-chronological reports. (ICT)
<b>Grammar</b>	Self-editing of SPAG	2A sentences	2A sentences.  Expanded noun phrases for description	Expanded noun phrases for description and specification	Subordination, Coordination  Past tense sentences.	Subordination, Coordination  Past tense sentences.
<b>Spelling</b>	Unit 1 sp,spr	Unit 2 all,al	Unit 3 soft c	Unit 4 silent b and silent k	Unit 5 le,el,al,il endings	Unit 6 y endings
<b>Maths</b>	<b>Number - Place Value</b> <ul style="list-style-type: none"> <li>Identify, represent and estimate numbers using different representations.</li> <li>Find 10 or 100 more or less than a given number</li> <li>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</li> <li>Compare and order numbers up to 1000</li> <li>Read and write numbers up to 1000 in numerals and in words.</li> <li>Solve number problems and practical problems involving these ideas.</li> </ul>			<b>Number – Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</li> <li>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> </ul>		
<b>Science</b>	<p>The topic for this half term is Forces and Magnets. We will be learning about about forces, friction and magnetic attraction. We will learn about forces in the context of pushing and pulling, and will identify different actions as pushes or pulls. The children will work scientifically and collaboratively to investigate friction, by making a marble run and exploring the movement of a toy car over different surfaces. We will work in a hands-on way to identify magnetic materials. The children will use their understanding of magnetic attraction to design and create their own magnetic game. They will develop their scientific enquiry skills, making observations, predictions and conclusions.</p>					

<b>Humanities</b>	<p><i>I understand that the past is divided into different time periods.</i></p> <p><i>I can begin to use a timeline to show an order of events.</i></p> <p><i>I understand how long ago the Tudors and Stuarts lived.</i></p> <p>Introduction to the Tudors. Placing events on a timeline.</p>	<p><i>I can recall some facts about how people lived in the Tudor and Stuart time periods.</i></p> <p><i>I understand that Henry VIII had 6 wives.</i></p> <p>Henry VIII and his wives. How did the lives of the poor differ from those of the rich?</p>	<p><i>I can describe events in the past in my own words.</i></p> <p><i>I can explain that the past can be represented in different ways e.g. pictures, fiction, non-fiction, museums.</i></p> <p>Elizabeth I and the Spanish Armada</p> <p>Tudor artefacts</p>	<p><i>I can answer questions about the past by looking at historical sources.</i></p> <p><i>I can begin to write sentences about events in the past.</i></p> <p>What can we learn about Tudor Life from the Mary Rose?</p>	<p><i>I can recall some facts about how people lived in the Tudor and Stuart time periods.</i></p> <p><i>I can begin to write sentences about the causes of an event and comment on the results</i></p> <p>The Plague</p>	<p><i>I understand that Tudor and Stuart life was different to mine.</i></p> <p><i>I can begin to write sentences about the causes of an event and comment on the results</i></p> <p>Tudor and Stuart houses and the Great Fire of London</p>
<b>PSHE</b>	<p>The PSHE topic for this term is “New Beginnings” and this will involve in-class assemblies as well as PSHE lessons. At the start of term we will be learning about each other’s talents as well as deciding on the rules we need in our classroom for safe and effective learning. Later we will look at how we can work together effectively and how to describe and manage our feelings.</p>					
<b>Computing</b>	<p>Reseach using ipads Coding Powerpoint (ICT will be slightly limited due to the arrangements with using the IT Suite)</p>					
<b>French</b>	Greetings					
<b>Music</b>		Body Percussion Performing in a group and keeping a part going		Listening carefully to recorded music, with increased concentration, discussing several elements of the music		Composing a Tudor entertainment piece.