

	Week 1 WC 15 th April	Week 2 WC 22 nd April	Week 3 WC 29 th April	Week 4 WC 6 th May (4 days)	Week 5 WC 13 th May	Week 6 WC 20 th May
Maths	Fractions: Looking at Part whole models and finding half of a shape and number.	Fractions: Recognising a quarter and a third of a shape and number.	Fractions: Find a whole Unit fractions Half = 2 quarters.	Fractions Find $\frac{3}{4}$ Fractions Assessment	Time Minutes Seconds Hour O'clock and half past	Time Quarter to / past. Reading time to every 5 minutes.
	<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 				<ul style="list-style-type: none"> compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day 	
ICT	Investigating Scratch a) What is Scratch? b) The Scratch Editor Choosing Sprites from the Sprite Library Choosing a Backdrop from the Backdrop Library Events Block – green flag clicked Motion Block – Move steps Save/rename	Starting the game (video time 0.00-1.06) Step 1: Make your character jump (plus change sound)	(1.06-2.43) Step 2: Make a moving obstacle.	(2.43-3.29) Step 3: Stop the game.	(3.29-4.12) Step 4: Add more obstacles.	(4.12-5.03) Step 5: Keep score (plus Step 6: Add a timer – sheet not video)

	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. create and debug simple programs. use logical reasoning to predict the behaviour of simple programs. use technology purposefully to create, organise, store, manipulate and retrieve digital content. 					
Spelling Programme (Little Wandle)	Bridge to Spelling Week 5 B2S Assessment	Spelling Week 1 and 2 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? once two knight/night		Spelling Week 3 and 4 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? any many one/won		Spelling Week 5 Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? Review where/wear
	<ul style="list-style-type: none"> apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 					
Writing	Genre: Product Packaging Tell children we are going to be making our own chocolate to sell to our parents to raise money for the World Land Trust.	Genre: Story Writing Discuss the different rooms the characters in C+CF encounter: chocolate waterfall, inventing room, and nut room. Purpose: Children to design wording for packaging to sell our chocolate in week 6.	Children to design their own room in Wonka's Factory.	Plan what they will write in order. <i>Purpose: Children to continue part of C+CF with the characters entering a new room in the factory. Children to use adjectives, verbs, and noun phrases to describe what the characters can see, hear, smell and taste.</i>	Genre: Instruction Writing Purpose: Children to write a set of instructions for making the chocolate drops for sale.	Children to edit writing using Purple Pens .

	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. 					
Grammar and Punctuation Focus	Alliteration: through product packaging		Expanded Noun Phrases Persuasive Language	Exclamation Point Touch on alliteration/ onomatopoeic vocabulary		
SPAG	Homophones/Near homophones	Suffixes	Apostrophe revisit	Comma Revisit		Words ending in tion
Spellings	busy, everybody, cold, told, poor, father, money, gold, past, sugar.					
Reading	Comprehension questions					Book Review of Charlie and the Chocolate Factory
Class Chapter book: Charlie and the Chocolate Factory: focusing on the range of language used for description.						
<ul style="list-style-type: none"> • read words containing common suffixes. • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • re-read these books to build up their fluency and confidence in word reading. • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher. • checking that the text makes sense to them as they read and correcting inaccurate reading. 						

	<ul style="list-style-type: none"> • making inferences based on what is being said and done. • answering and asking questions • predicting what might happen based on what has been read so far 					
Drama/Inquiry	Introduce new LVC. Discuss raising money for charity and wanting to be entrepreneurs.	Introduce Wonka wanting us to design our own bar and making.				Chocolate sale raising money for charity and local community.
Geography	Learn about Fairtrade – what is it and why is important. Link to LVC. Link back to Continent knowledge and Equator. Where are rainforests, what is the climate?	Earth Day Look at the life cycle of a cocoa bean, plantation through to traveling to chocolate factory: airmiles and environmental impact. Pledge leaf.				
	<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans. • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 					
History	Introduce LVC Nana Frimpong Abebrese	History of Chocolate Timeline	History of Chocolate In Norwich.	History of Chocolate LVC	History of Chocolate Quiz	
	<ul style="list-style-type: none"> • 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. • significant historical events, people and places in their own locality 					
Art/ DT	William Morris: Look at work of artist – he used plants as his inspiration like we have in the past.	William Morris inspired drawings – half and half sketches if prints and of chocolate bars and sweet wrappers.	Transfer observational drawing of sweet on to a small tile of polystyrene to make a repeated print.	Pupils pattern prints photocopied onto chocolate box nets – on card. Pupils draw design of label onto sticker for the front of their box.	Pupils decorate box with Chocolate box name and construct.	

	How can we make our line drawings reflect		Pupils print their tile onto A3 paper. Explore printing ink colours, repeating patterns etc.			
	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 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 explore and evaluate a range of existing products evaluate their ideas and products against design criteria 					
PSHE & RHE			Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; PoS Refs: H4, H6, H7,			Money and Work What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15
Music	Singing Assembly Ocarinas BBC Teach: Bring the Noise – Anything Lesson 1	Singing Assembly BBC Teach: Bring the Noise – Anything Lesson 2	Singing Assembly Ocarinas BBC Teach: Bring the Noise – Anything Lesson 3	Singing Assembly BBC Teach: Bring the Noise – Anything Lesson 4	Singing Assembly Ocarinas BBC Teach: Bring the Noise – Anything Lesson 5	Singing Assembly BBC Teach: Bring the Noise – Anything Lesson 6
	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 					

Oracy	Probe: Focus on asking questions wanting to find out more.	Instigator: I would like to start by saying... I think the first thing we should consider is... To begin with let's talk about...	Instigator: I would like to start by saying... I think the first thing we should consider is... To begin with let's talk about...	Instigator: I would like to start by saying... I think the first thing we should consider is... To begin with let's talk about...	Instigator: I would like to start by saying... I think the first thing we should consider is... To begin with let's talk about...	Instigator: I would like to start by saying... I think the first thing we should consider is... To begin with let's talk about...
Word Aware Vocab	- Cacao - Import	- Fairtrade - Collaborate	- Equal - Minutes	- Entrepreneur - Persuasion	- Budget - Chocolate	- TBC
PE	Real PE	Real PE	Real PE	Sports day preparation	Sports day preparation	Sports day preparation