

Topic:	Role Models					
Subject:	Week 1 16.04.18	Week 2 23.04.18 Parent's meeting	Week 3 30.04.18	Week 4 07.05.18	Week 5 14.05.18 KS1 SATs week (no hall or Sycamore Room)	Week 6 21.05.18 KS1 SATs WEEK Reading paper 1 (Monday) Arithmetic paper (Tuesday) Reasoning paper (Wednesday) Reading paper 2 (Thursday)
English	<ul style="list-style-type: none"> • Recounts • Reports • Explanations • Traditional Tales, Fairy Tales • Vocabulary building, poetry appreciation 					
	Class Story: Traditional Tales - Stories from other cultures					
	Recount of Easter holiday. Spelling focused session (link to computing) (Thursday) Explanation: how are you a role model? FIRST OF THE MONTH	Spelling focused session (link to computing) (Thursday) LINK TO TOPIC: FLORENCE NIGHTINGALE Twinkl PPT teaching about FN. Write a letter pretending to be FN - write a letter to the Queen explaining what is wrong with the army hospitals. Proof read, edit and re-write neatly. Share Twinkl PPT about Mary Seacole - Horrible Histories video clip?	Spelling focused session (link to computing) (Thursday) LINK TO TOPIC: Emmeline Pankhurst and Emily Davison (Suffragettes) Twinkl PPT about Suffragettes. Design a poster that they would use during a protest. Write a diary entry pretending to be a Suffragette - why are you so angry? What isn't fair? What isn't it fair? What will you do about it?	Spelling focused session (link to computing) (Thursday) LINK TO TOPIC: Martin Luther King and Rosa Parks What is fair? (without explanation, prevent children from doing particular things, because they have different hair etc). lead into MLK Twinkl PPT. FIRST OF THE MONTH What is your dream for your family/friends/ community? Link to MLK speech.	Spelling focused session (link to computing) (Thursday) LINK TO TOPIC: Role Models Review the role models we have looked at this half term - who are they? Why are they so important? What have they taught is? Children to complete a fact file about the 5 people. Name, why are they a role model? What did they do to change the world? Children to use non-fiction information to support learning.	SATs WEEK Diversity activities
Spellings	Year 1					
	Er, ir or ur	Ow or ou	Ar or ear	Oo Different pronunciations	Er Different pronunciations	Suffixes -ed and -ing Past and present tenses
	Year 2					

	The /o/ sound spelled as 'a' after 'w' or 'qu' (pg51)	The /ur/ sound spelled as 'or' after 'w'	Contractions - spellings using apostrophes	Changing verbs into the past and present tenses (ending in y) - (knock off the y, bring in the i).	Changing nouns into plurals (which suffix to use) - (knock off the y, bring in the i).	
SPaG (YR2)	<p>Doubling consonants when adding suffixes -ed, -er and -ing</p> <p>The consonant is doubled when the verb ends with a single consonant e.g. hop - hopped/hopping</p>	<p>Other suffixes: -ness, -ment, -ly, -ful, -less (pg84)</p> <p>Words that can have 2 suffixes e.g. cheerfully</p>	<p>Joined up handwriting</p> <p>Link with different types of sentences (statement, commands, exclamations and questions)</p>	<p>Conjunctions, linking words and phrases (pg108)</p>	<p>Punctuation - full stops, commas, exclamation marks, question marks, apostrophes.</p>	<p>Joined up handwriting</p> <p>Link with different types of sentences (statement, commands, exclamations and questions)</p>
Phonics (YR1) <i>LCP</i>	Phase 5 Week 11 Alternative pronunciation of 'a' Phonics screening practise	Phase 5 Week 12 Alternative pronunciation of 'y' Phonics screening practise	Phase 5 week 13 Alternative pronunciation of 'ou' Phonics screening practise	Phase 5 week 14 Alternative pronunciation of 'e' Phonics screening practise	Phase 5 week 15 'tch' 'dge' Phonics screening practise	Phase 5 week 16 'gn' 'wr' 'mb' Phonics screening practise
Maths <i>Abacus</i> <i>White Rose</i> <i>(Mastery)</i>	Year 1					
	<ul style="list-style-type: none"> Number order Writing numbers as words Finding numbers on a blank number line Comparing numbers 	<ul style="list-style-type: none"> Weight 	<ul style="list-style-type: none"> Capacity 	<ul style="list-style-type: none"> Calculations Missing number problems Missing symbol problems 	<ul style="list-style-type: none"> Money 	<ul style="list-style-type: none"> Pattern
	Year 2					
	<ul style="list-style-type: none"> Division Word problems 	<ul style="list-style-type: none"> Weight 	<ul style="list-style-type: none"> Capacity 	<ul style="list-style-type: none"> Calculations Inverse Missing number problems Missing symbol problems 	<ul style="list-style-type: none"> Fractions SATs prep 	<ul style="list-style-type: none"> SATs WEEK Pattern
Arithmetic and reasoning SATs papers						
Science <i>Mini Worlds</i>	<p>Habitats: Discuss children's habitat - where do they live? (house). How does this habitat keep them alive? Move on to discussing 'micro-habitat' e.g. a spider in the bathroom or a plat on the window sill (are there any micro-habitats in our school/classroom?).</p> <p>Plants and animals live in</p>	<p>Go outside and find micro-habitats. Children to explain and understand WHY it is a micro-habitat i.e. it is small with plants/animals living there.</p> <p>Why do they live there? What is there that helps the plants/animals survive?</p> <p>Draw a picture and label</p>	<p>Discuss unsuitable habitats - why couldn't a shark live in a pond? Why wouldn't a lion live in a house? Etc. Children to work in groups to call out animals and think of silly suggestions.</p>	<p>Designing and making a micro-habitat to place in the school grounds.</p> <p>Give examples of possible ideas - hedgehog houses, woodlice/worm homes etc.</p> <p>Some to be kept in the classroom for observation.</p>	<p>Food chain: Share pictures on the WB and ask "who has eaten who?"</p> <p>Share Twinkl 'food chain' PPTs</p> <p>Draw pictures of "predator" and "prey" on paper (suggestions pulled out of a hat), take children into the hall and find their partner.</p> <p>Extend the food chain to 3</p>	<p>Children to make their own food chain mobile using pictures and labels.</p> <p>PPT showing producer, prey and predator - children to match and make the food chain.</p> <p>Hang on display.</p>

	<p>micro-habitats because they help them survive.</p> <p>Vocabulary building - key words on display. Share Twinkl habitats PPT.</p> <p>Go into the hall - hand out photos (animals and habitats) - children to find their partner and explain why they live there e.g. a whale lives in the ocean because it can breath underwater and eats fish etc.</p>	<p>on of the micro-habitats.</p>			<p>animals e.g. a food chain starts with a plant (producer), then a smaller animal (prey) and then a larger animal (predator). Discuss ideas as a class.</p>	
<p>RE <i>Books and Stories</i> <i>Herts syllabus</i></p>	<p>Which books are special and precious to pupils? (Children to have brought in their own precious book from home. Define the word precious as a class. Share my own precious book - what makes it precious? Children to share their precious books with their talk partner. Draw and write a sentence. Make into a class precious book for display.</p>	<p>Which books are holy and precious to religious people? Share a selection of holy and precious religious books. Name them and link to the different religions - add to RE display in classroom.</p> <p>Share photos/videos of people using the holy books - what do the children notice?</p> <p>Why is the bible a holy and precious book for a Christian? Share a selection of different bibles and compare - they look different, but does that matter? Why are these books precious?</p> <p>Talk about why the Bible is a special book for many people and remind the pupils how carefully special books should be treated.</p>	<p>What is the Torah and why is it holy and precious for Jewish people?</p> <p>Talk about things at home that the pupils are not allowed to touch, or have to touch very carefully. <i>Discuss why?</i></p> <p>Explain that the Torah is so important to Jewish people; a yad (a pointer) is used to read from it, so that it is not touched.</p> <p>Explain that the Torah is treated in a very special way. It is dressed in a velvet Torah mantle, kept in a special place (the ark) and bowed to respectfully when it is taken around the synagogue. The word Torah means 'teaching'. Share a favourite story from the Torah for example Noah's Ark, the story of Joseph or Moses. Talk about what some Jewish people believe</p>	<p>What is the Torah and why is it holy and precious for Jewish people? Review the Torah, link to religion and recall facts.</p> <p>Discuss the rules that pupils learn and how pupils know how to behave towards one another and how they should treat one another. Explain that the Torah has rules which guide Jews about how to live. Talk about the Ten Commandments.</p> <p>Make Torah scrolls. Pupils could write inside their own rules for living.</p>	<p>Why is the Qur'an a holy and precious book to Muslims?</p> <p>Share something very special to all Muslims everywhere; the Qur'an. □ Wash your hands (talk about why you are doing this) Spread a cloth out on a table and place a Qur'an stand down on it. Explain how a Qur'an stand is used and ask the pupils to think about why the Qur'an is lifted up when Muslim people read from it. Unwrap a Qur'an. □ Ask pupils to talk about what these actions show them about the book. □ Invite pupils in small groups to look closely at the book, tell others what they notice, and suggest some questions they would like to ask. □ Explain the Muslims belief that the words found in the Qur'an came from God, that they were revealed to Muhammad by</p>	

		Discuss why the Bible is a special book for Christians. The Bible is a guide to life for them. Explain that there are two parts of the Bible - the Old Testament which tells stories before Jesus was born and the New Testament which tells stories of Jesus' life, his teachings, and stories written about the first Christians.	the story is teaching them about life and about God. Children to design their own yad in their RE books.		the Angel Jibril (Gabriel). Watch a clip to hear the story of Muhammad in the cave: <i>Who was Muhammad?</i> Decide together how they can best look after this special book whilst it is in the Classroom - for example where it should be kept (high up). □ Share some stories from the Qur'an eg the story of The Crying Camel or The Cat and The Dog (See suggested links).	
Circle Time <i>Link to the thought of the Week, Value, classroom/school issues</i> <i>Service</i>	<i>I can help others at playtime</i>	<i>I work as a team</i>	<i>I help everyone, not just my friends</i>	<i>I help people outside of school</i>	<i>I help before I am asked</i>	<i>I know someone who is a Benington Bee</i>
PSHE <i>Computing Safety</i>	LINK TO CIRLE TIME: Playground rules Playground posters (possible games to play)	What is computer safety? How do we stay safe when using a computer? Write a list of computer safety rules in PSHE book. Discuss children's experiences online, websites and games they play, ones they aren't allowed to use - discuss why.	EH to receive an email from an unknown person - class to help make right choices (link to Smartie the Penguin). Should she open it? There is an attachment, that means they have sent me a photo, should I open it if I don't know what it is? Am I rude if I don't open it? Review Smartie the Penguin PPT and then children to make their decisions.	LINK TO CIRCLE TIME: Discuss 'charity' and what it means. How can people give to charity? Is it only money? (discuss with BS and JP - possible community links and opportunities for children to help in the village)	Children to write secret nomination for this week's Benington Bee.	
DT <i>Mrs P Twinkl Planit</i>	Moving pictures: Traditional Tales: Let's Explore Explore and evaluate existing products	Moving pictures: Traditional Tales: Sliders To explore and use mechanisms	Moving pictures: Traditional Tales: Levers To explore and use mechanisms	Moving pictures: Traditional Tales: Wheels To explore and use mechanisms	Moving pictures: Traditional Tales: Designing To design a purposeful and functional product. Generate, develop and communicate ideas (drawing)	Moving pictures: Traditional Tales: Making To explore and use mechanisms To evaluate ideas against a design criteria

					and labelling pictures).	
Topic History	<p>What is a role model? What do they do? How are you a role model?</p> <p>Children to draw a picture of themselves and write all the different ways they are a role model.</p>	Florence nightingale	Emmeline Pankurst and Emily Davison	Martin Luther-King	Rosa Parks	
LINK TO ENGLISH SESSIONS						
Computing <i>Mr Gould</i> <i>Twinkl Planit</i>	Due to laptop issues, computing will be linked with the spelling focused English session and word processing skills.					
PE <i>Rising Stars: Mr Webb</i>	Games					
Music <i>Mrs Stevens</i>						