

**Term 2 – Bright Sparks**

	Year 1 – 2 2015-2016	Year 1 – 2 2014-2015	Year 3 - 4 2015-2016	Year 3 - 4 2014-2015	Year 5 - 6 2015-2016	Year 5 – 6 2014-2015
English	<b>Fiction:</b> Stories with predictable phrasing. ( 2weeks)	<b>Fiction:</b> Fairy Tales (2 weeks)	<b>Fiction:</b> 'Stig of the Dump' or 'Littlenose' to predict and write on from clues in text	<b>Fiction:</b>	<b>Fiction:</b> Baboon on the Moon – film narrative	<b>Fiction:</b> The Lion, the Witch and the Wardrobe Time-slip narrative – extended writing Character profile Settings description
	<b>Non-Fiction:</b> Labels, list and captions (1/2 week) Christmas story captions.	<b>Non-Fiction:</b> Recounts (2 weeks) Diary entries (1 week)	<b>Non-Fiction:</b> Diary writing Settings for early man	<b>Non-Fiction:</b> Brochure/Leaflet based on class trip Recount text – cross-curricular links RE (nativity)	<b>Non-Fiction:</b> Recount	<b>Non-Fiction:</b> Not this term.
	<b>Poetry:</b> Rhyming couplets Shape poems (1 week)	<b>Poetry:</b> Vocabulary building shape and list poems (1 week)	<b>Poetry:</b>	<b>Poetry:</b>	<b>Poetry:</b>	<b>Poetry:</b>
	<b>Grammar:</b>  Using familiar and new punctuation correctly. Sentences with different forms. Past and present tense. Using connectives (clauses) <b>Handwriting:</b> Forming-lower case letters correctly. Using joins correctly. Writing capital letters and digits of the correct size and orientation. Use spacing between words.	<b>Grammar:</b> Using familiar and new punctuation correctly. Sentences with different forms. Past and present tense. Using connectives (clauses) <b>Handwriting:</b> Forming-lower case letters correctly. Using joins correctly. Writing capital letters and digits of the correct size and orientation. Use spacing between words.	To use the term “pronoun” appropriately and to understand the function of pronouns in sentences through: noticing in speech and reading how they stand in place of nouns; substituting pronouns for common and proper nouns in own writing; distinguishing personal pronouns, e.g. <i>I, you, him, it</i> and possessive pronouns, e.g. <i>my, yours, hers</i> ; distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. <i>I, me, we; you; she, her, them</i> investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd	<b>Grammar:</b> To extend knowledge and understanding of adverbs through: Identifying common adverbs with <i>ly</i> suffix and discussing their impact on the meaning of sentences Noticing where they occur in sentences and how they are used to qualify the meaning of verbs Collecting and classifying examples of adverbs, e.g. for speed: <i>swiftly, rapidly, sluggishly</i> ; light: <i>brilliantly, dimly</i> Investigating the effects of substituting adverbs in clauses or sentences, e.g. <i>They left the house ....ly</i> Using adverbs with greater discrimination in own writing	<b>Grammar:</b> To understand the basic conventions of standard English and consider when and why standard English is used: agreement between nouns and verbs consistency of tense and subject avoidance of double negatives avoidance of non-standard dialect words To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structure to suit, e.g. simplifying for younger readers	<b>Grammar:</b> To understand features of formal official language through, e.g. : Collecting and analysing examples, discussing when and why they are used Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary Collecting typical words and expressions, e.g. “ <i>Those wishing to ...</i> ”, “ <i>hereby ...</i> ”, “ <i>forms may be obtained ....</i> ” To revise the language conventions and grammatical features of the different types of text such as: Narrative (e.g. stories and novels) Recounts (e.g. anecdotes, accounts of observations, experiences) Instructional texts (e.g.

			person; investigating how pronouns are used to mark gender: <i>he, she, they, etc.</i> , To ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. <i>I am, we are</i> , in standard English			instructions and directions) Reports (e.g. factual writing, description) Explanatory texts (how and why) Persuasive texts (e.g. opinions and promotional literature) Discursive texts (e.g. balanced arguments)
Maths	<b>Maths:</b> Fractions Edges and faces Partitioning	<b>Maths:</b> Fractions Edges and faces Partitioning	<b>Rainbow Maths: Elsum Educational</b> Drivers: Counting higher (up to 1000) 2D & 3D shapes Partitioning (inc. expanded column methods) Comparing fractions Mass Multiplying & dividing	<b>Rainbow Maths: Elsum Educational</b> Drivers: 1000 more, 1000 less Converting measures Adding and subtracting (mental and formal methods) Hundredths Using my tables (multiplication and division) Symmetry	<b>Rainbow Maths: Elsum Educational</b> Drivers: Rounding, Calculations (+ - x formal methods) Comparing fractions & decimals Converting units Multiples & factors	<b>Rainbow Maths: Elsum Educational</b> <b>Drivers:</b> Negative numbers Measuring with decimals Multiplication Comparing fractions and decimals Long division (chunking) Shape
Science	<b>Science:</b> Sounds and sources of sound. Sounds travel away from sources.	<b>Science:</b> Identify different light sources including the sun. Know darkness is the absence of light.	<b>Science:</b> Classification of rock types Creation of fire: melting etc	<b>Science:</b> Electricity – simple circuits and conductors Light a bulb Open closed circuits Circuit diagrams	<b>Science:</b> Understand the location of sun, moon and Earth Shadows and shadow clocks/sun dials Day and night	<b>Science:</b> Electricity – investigating circuits Create a simple circuit Identification and use of correct symbols for electrical components Identification of faults in an electrical circuit Investigations – brightness of bulb, thickness/length of wires Using electrical circuits
History	<b>History:</b>	<b>History:</b> The Great Fire of London. Life of significant historical figure – Samuel Pepys and significant events.	<b>History:</b> Stone Age – Iron Age Hunters and Gatherers Early farming Stonehenge Stone- rocks - fire	<b>History:</b> China – Shang dynasty Where and when? Inventions Artefacts and art Impact on China and the world	<b>History:</b> Anglo Saxons Scots invasions Settlements Stonehenge Crime and Punishment	<b>History:</b> Industrial Revolution Brunel/Victorian Era Railways Movement of children from fields to classrooms Bridges Sewers Tube trains

Geography	<b>Geography:</b>	<b>Geography:</b>	<b>Geography:</b>	<b>Geography:</b>	<b>Geography:</b>	<b>Geography:</b>
RE	<b>RE:</b> RE Discovery- Christianity What gift would I have given to Jesus if he had been born in my town?	<b>RE:</b> RE Discovery- Christianity Why did God give Jesus to the world?	<b>RE:</b> RE Discovery- Christianity Has Christmas lost its true meaning?	<b>RE:</b> RE Discovery-Christianity What is the most significant part of the story for Christians today?	<b>RE:</b> RE Discovery-Christianity Is the Christmas story true?	<b>RE:</b> Discovery RE-Christianity How significant is it that Mary was Jesus' mother?
Computing	<b>Computing:</b>	<b>Computing:</b> We are painters – illustrating e-books	<b>Computing:</b> Using Office Suite and Rising Stars unit	<b>Computing:</b> Using Office Suite and Rising Stars unit	<b>Computing:</b> Using Office Suite and Rising Stars unit	<b>Computing:</b> Using Office Suite and Rising Stars unit
Art/DT	<b>Art:</b> Use a range of materials Use drawing and painting Learn about a range of artists	<b>Art:</b> Use a range of materials Use drawing and painting Learn about a range of artists Firework pictures Art work related to Great Fire of London.	<b>Art:</b> Improve mastery and technique – line and form using fireworks Wax resist – firework light pictures	<b>Art:</b> Chinese Willow Pattern story Story telling using images Christmas themed art	<b>Art:</b> Balthazar's feast – light and shadow Artists who used light Black and white photography	<b>Art:</b> Lowri – Urban designs Christmas designs
	<b>DT:</b> Design purposeful and appealing products – Christmas cards	<b>DT:</b> Make instruments. Build structures – Tudor houses.	<b>DT:</b> Design and make a tool for early Briton – use, purpose	<b>DT:</b>	<b>DT:</b>	<b>DT:</b>
Music	<b>Music:</b> Exploring sounds around us and how they are made Listening and responding to sounds different percussion instruments make Learn & sing songs linked to Nativity	<b>Music:</b> Listening to firework sounds and creating own firework sound display Composition and singing linked to Great Fire of London Learn & sing songs linked to Nativity	<b>Music:</b> Christmas music for play and carol concert – developing singing skills	<b>Music:</b> Christmas music for play and carol concert – developing singing skills	<b>Music:</b> Christmas music for play and carol concert – developing singing skills	<b>Music:</b> Christmas music for play and carol concert – developing singing skills

PE	PE:	PE: Mastering basic movements. Perform simple dances.	PE: CJ Soccer competitive games	PE: Tag rugby Football	PE:	PE: Tag rugby Football
MFL	French:	French:	French:	French: Colours Songs	French: Descriptive words	French: Days of the week Months of the Year Numbers Birthdays