
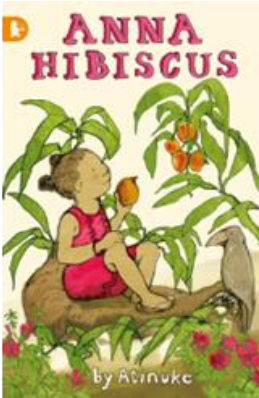


## Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Reading</b>	<b>The Dark</b> 		<b>Anna Hibiscus</b> 			
<b>Writing</b>	<b>Fairy Tales and Traditional stories</b> <p>Explore a range of fairy tales and identify patterns. Read and sequence a traditional version of Cinderella. Explore characters and events through roleplay. Retell Cinderella using a story-map.</p>	<b>Fairy Tales and Traditional stories</b> <p>Write descriptively about a character and settings using adjectives. Create a wanted poster for a villain.</p>	<b>Letters</b> <p><i>Dear Greenpeace</i> by Simon James          Read and discuss the text, examining the format and purpose of letters. Write a short letter and a thank you card.</p>	<b>Letters</b> <p><i>Dear Greenpeace</i> by Simon James. Revise capital letters, full stops, exclamation and question marks. Edit writing to add missing punctuation.</p>	<b>Poems about nature</b> <p>Children investigate poems about nature. They read, discuss, recite verses from poems, 'Daffodils' and 'Who?' This will involve understanding capital letters, question marks and syllables. They will read, learn and write their own haiku.</p>	<b>Poems about nature</b> <p>Children investigate poems about nature. They read, discuss, recite verses from poems, 'Daffodils' and 'Who?' This will involve understanding capital letters, question marks and syllables. They will read, learn and write their own haiku.</p>

	Grammar focus: - Begin to write in complete sentences.	Grammar focus: - Join words and join clauses using 'and'.	Grammar focus: - Punctuate questions with question marks and sentences with full stops and exclamation marks.	Grammar focus: Identify and distinguish statements, questions and exclamations	Grammar focus: - Begin to punctuate sentences correctly.	Grammar focus: - Use capital letters for the start of lines in poems.
<b>Maths</b>	<b>Multiplication and Division</b>  In this step, children explore counting both forwards and backwards in 2s. This builds on understanding from Autumn Block 2, when children added 1 and 2, as well as previous knowledge of doubles and finding 1 more and 1 less.	<b>Multiplication and Division</b>  Children begin by using stories that link to pictures and concrete resources to help support them in recognising equal groups. They recognise and explain how they know when there are equal groups and when there are not.	<b>Multiplication and Division</b>  In this small step, children build on their knowledge of recognising equal groups to begin to explore division through grouping. This is the first time that they are explicitly introduced to the idea of division.	<b>Fractions</b>  Children explore recognising a half or two halves for the first time, looking at both objects and shapes. Children explore lots of opportunities to practically make halves and identify a half and a whole	<b>Fractions</b>  Children build on the previous step to find half of a quantity. Children should see that to find a half, they need two equal groups, and should explore practically sharing a given quantity of objects into two groups using skills developed in the previous block on multiplication and division	<b>Position and Direction</b>  In this small step, children use the terms "full", "half", "quarter" and "three-quarter" to describe turns. They will be familiar with "half" and "quarter" from the previous block on fractions, but "three-quarter" will be a new concept to them.