

## Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Reading</b>	<b>The Last Wolf</b> 		<b>Hummingbird</b> 			
<b>Writing</b>	<b>Stories Involving Fantasy</b> Children discuss different characters & explore descriptive writing, identifying and then using adjectives, prepositions and expanded noun phrases.	<b>Stories Involving Fantasy</b> Children retell the story from different viewpoints and then plan and write a letter from one of the characters to an Australian animal friend of theirs.	<b>Instructions</b> Children identify instructions in this text. They look at their form then continue reading, finding different examples. They compose their own instructions.	<b>Instructions</b> Children read sets of fairy-land character instructions, then read Dream On; identify instructional and non-instructional writing. They read, then continue writing this story as an instructional text.	<b>The Senses</b> Explore the senses through poetry. Read a range of different poems and learn some by heart. Write simple poems using adjectives and adjectival phrases.	<b>The Senses</b> Explore the senses through poetry. Read a range of different poems and learn some by heart. Write simple poems using adjectives and adjectival phrases.

	Grammar focus: - . Use adjectives to describe nouns	Grammar focus: Use conjunctions 'and', 'or', 'but' to join sentences	Grammar focus: - Demarcate sentences using capital letters, full stops, question or exclamation marks.	Grammar focus: - Demarcate sentences using capital letters, full stops, question or exclamation marks.	Grammar focus: Use expanded noun phrases to describe and specify, e	Grammar focus: - Use 'when', 'if', 'that', 'because' to create subordinate clauses.
<b>Maths</b>	<b>Money</b> Children use their knowledge from place value and addition and subtraction to find the total value of a set of coins, with all answers being less than £1.	<b>Money</b> In this step, children compare amounts of money using the language of "greater than", "less than", "most" and "least", together with the inequality symbols.	<b>Multiplication and Division</b> In this block, children make the connection between repeated addition and multiplication. In this small step, they start to make this connection by recognising equal groups.	<b>Multiplication and Division</b> In this step, children continue to develop their understanding of the multiplication symbol in calculations, but now with more emphasis on finding the answers	<b>Multiplication and Division</b> In this step, children double and halve numbers. Once children are secure in their understanding of doubling and halving, they can look for patterns and try to predict answers based on known facts	<b>Multiplication and Division</b> In this step, children use their understanding of the 5 times-table to divide by 5, helping them to become more fluent with the times-tables facts. Children answer questions involving grouping and sharing and need to have efficient strategies for calculating both types of problems.