



	CEWs	CEWs	CEWs	CEWs	CEWs	CEWs	CEWs
<u>Terminology (technical vocabulary)</u>	Character, description, noun, adjective, expanded noun phrase, present tense, third person, imitate	Character, description, noun, adjective, expanded noun phrase, present tense, third person, innovate	Character, description, noun, adjective, expanded noun phrase, present tense, third person, innovate	Non-fiction, non-chronological report, facts, heading, sub-heading, information, introduction, caption, photograph, paragraph, label, diagram, imitation	Non-fiction, non-chronological report, facts, heading, sub-heading, information, introduction, caption, photograph, paragraph, label, diagram, imitation	Non-fiction, non-chronological report, facts, heading, sub-heading, information, introduction, caption, photograph, paragraph, label, diagram, innovation	Non-fiction, non-chronological report, facts, heading, sub-heading, information, introduction, caption, photograph, paragraph, label, diagram, innovation
<u>Greater Depth SC</u>	To know how to use similes to add descriptive information	To develop the skill of using use alliteration to affect the reader.	To develop the skill of editing and improving my work independently.	To know how to give my opinion on the most important features of a non-chronological report.	To understand how to use higher-level conjunctions (such as however and although)	To know how to punctuate adverbial openers correctly.	To develop the skill of using rhetorical questions to engage the reader (e.g. "Would you like to find out more about _____?")
<u>SEND SC</u>	To know how to write consistently in the third person.	To understand how to use appropriate adverbs to begin my sentences.	To know how to consistently use a comma after a fronted adverb.	To understand how to use inverted commas to open and close speech.	To develop the skill of using conjunctive adverbs from a word bank to sequence my work.	To know how to use 'when', 'because' and 'as' to join clauses.	To know how to use commas in a list.
<u>Handwriting</u>	ASCENDERS	DESCENDERS	Curly letters – c, o, a, d, g	Long ladder families – l, k, h, t, b,	Robot letters- r, n, m,	Zig-zag letters – z, x, v, w	Number formation
<u>Rainbow Grammar (where appropriate)</u>	Subject, predicate, stop	Subject, predicate, stop	Subject, predicate, stop- using fronted adverbials	Subject, predicate, stop- using fronted adverbials	Subject, predicate, stop- using coordinating conjunctions	Subject, predicate, stop- using fronted adverbials	Subject, predicate, stop-punctuation types.
<u>Cross-curricular Writing Opportunities</u>	<p style="text-align: center;"><b>Maths:</b>  <b>Science: explanation/instructions of findings from investigation</b>  <b>History: Poster/description of Blackbeard</b>  <b>Geography: N/A</b>  <b>RE: Story retell - Navarati</b>  <b>Art: Artist study - Monet</b>  <b>Design and Technology: Persuasive adverts – ships (explanation (evaluation of ships)</b>  <b>PSHE/SMSC: N/A</b>  <b>Computing: E-safety / typing within lesson</b>  <b>Music: N/A</b></p>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	
<u>Science objectives</u>		<b>Materials</b>			<b>Working Scientifically Testing ships (materials)</b>		
Working Scientifically		To develop the skill of identifying and comparing					

<p>A2, A3, A4</p> <p>Uses of everyday materials E1, E2</p>		<p>the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses E1</p> <p>To understand how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. E2</p>			<p>To understand how to observe closely, using simple equipment. A2</p> <p>To know how to perform simple tests. A3</p> <p>To understand how to identify and classify. A4</p>		
<p><u>History objectives</u></p> <p>Knowledge and Understanding B1,</p> <p>Organise, Evaluate and Communicate Information C2</p> <p>Historical Enquiry E1</p>			<p><b>Blackbeard</b></p> <p>To know simple reasons why changes occurred in the past. B1</p> <p>To understand how to connect ideas and give simple phrases as to why an event occurred C2</p> <p>To develop the skill of using various sources to answer questions about the past. E1</p>				
<p><u>Geography objectives</u></p>							
<p><u>Religious Education objectives</u></p> <p>Personal Resonance A1</p> <p>Knowledge and Understanding B1</p> <p>Evaluation and Critical Thinking C1</p>						<p><b>Religion:</b> Christianity</p> <p><b>Theme:</b> What did Jesus teach?</p> <p><b>Key Question:</b> Is it possible to be kind to everyone all of the time? To understand the complexities associated with being kind. A1</p>	

						<p>To know when Jesus showed kindness or shared the importance of being kind. B1</p> <p>To develop the skill of explaining if I think Christians should be kind and why. C1</p>	
<p><u>Art objectives</u></p> <p>Drawing and Painting A1, A2, A3, A4, A5, A6, A7</p> <p>Responding to Art, Artists and Designers E1, E2, E3</p>	<p><b>Seascapes – Monet</b></p> <p>To develop the skill of mixing paint to create all the secondary colours. A1</p> <p>To know how to create tints with paint by adding white. A2</p> <p>To know how to create tones with paint by adding black. A3</p> <p>To understand how artists have used colour, pattern and shape. E1</p> <p>To develop the skill of creating a piece of art in response to the work of another artist and explain how the artist has influenced it. E2</p> <p>To know about well-known artists and give my opinion about their work. E3</p>						<p><b>Blackbeard sketches</b></p> <p>To know how to choose and use three different grades of pencil when drawing. (I can explain which pencil I would use for different features of my drawing). A4</p> <p>To develop the skill of using the terminology line, shape, pattern and colour, correctly. A5</p> <p>To know how to experiment with tools and techniques, including: layering, mixing media, scraping through, etc. A6</p> <p>To develop the skill of drawing different face shapes with increasing accuracy. A7</p>
<p><u>Design and Technology objectives</u></p> <p>Design B1, B2</p>				<p><b>Designing, making and evaluating pirate ships.</b></p> <p>To know how to develop my own ideas</p>			

<p>Evaluate C1,C2,C3</p> <p>Make D1, D2, D3</p>				<p>from initial starting points. B1</p> <p>To develop the skill of creating a design and planning how to carry it out. B2</p> <p>To know how to explain my choices of material and techniques. C1</p> <p>To know what went well with my work and suggest how I would improve it. C2</p> <p>To know how to evaluate a range of existing products. C3</p> <p>To understand how to choose the best tools and materials. D1</p> <p>To develop the skill of joining things (materials, components) in different ways. D2</p> <p>To develop the skill of measuring materials to use in a model or structure. D3</p>			
<p><u>PSHE objectives</u></p>	<p><b>Hygiene</b> <b>Managing feelings and emotions</b></p>	<p><b>Promoting belong &amp; connectedness</b> <b>Mindfulness</b></p>	<p><b>Teamwork</b></p>	<p><b>Getting help</b></p>	<p><b>Safeguarding</b></p>	<p><b>Feelings</b></p>	
<p><u>Computing objectives</u> E-safety A1, A2, A3</p>	<p><b>ESafety</b> To know where to go for help and support when they have concerns about content or contact on the</p>	<p><b>ESafety</b> To know how to use technology safely and respectfully, keeping personal information private A2</p>	<p><b>ESafety</b> To understand that personal information is unique to them and should not be shared without a</p>	<p><b>Copy &amp; paste pirate pictures, adding text</b> To know how to ICT to source, generate, amend and delete an</p>	<p><b>Copy &amp; paste pirate pictures, adding text</b> To know how to use ICT to source, generate, amend and delete an</p>	<p><b>Copy &amp; paste pirate pictures, adding text</b> To develop the skill of editing – including</p>	<p><b>Copy &amp; paste pirate pictures, adding text</b> To develop the skill of editing– including</p>

Multimedia and Processing B1, B4	internet or other online technologies. A1		teacher or parent's permission A3	image or piece of text B4	image or piece of text B4	colour, size, font and style B1	colour, size, font and style B1
<u>Music objectives</u> B1,B2,B3,B4,C1,D1 <b>Our land</b> <b>Musical focus:</b> <b>Exploring sounds</b> <b>Cross-curricular link: Geography</b>	To know how to explore timbre and texture to understand how sounds can be descriptive. B1	To understand how to listen to and identify contrasting sections of descriptive music. B2	To know how to produce different sounds. C1	To know how to match descriptive sounds to an image. B3	To know how to listen to and evaluate compositions. B4	To understand how to rehearse and refine a developed performance. D1	To develop the skill of evaluating a composition. B4