

Dolphin Class MTP 2018-19
Term 3

	WK 1	WK2	WK3	WK4	WK5	WK6
English	<p>Stories with familiar settings To identify settings in stories. To describe characters and settings.</p>	<p>Stories with familiar settings To design and write about a dragon machine. To plan and begin writing my own version of The Dragon Machine.</p>	<p>Stories with familiar settings To finish and edit my version of The Dragon Machine. To write a final version of my story. Pupil conferencing-children improving their own work with an adult.</p>	<p>Information texts LO: To revise alphabetical order and use a dictionary. LO: To use a Thesaurus to improve our writing. LO: To organise information into paragraphs. LO: To be able to identify features of information texts.</p>	<p>Information texts LO: To be able to identify features of information texts. LO: To be able to make notes. LO: To begin researching an animal for an information text.</p>	<p>Information texts To write an information text. To edit and improve my information text.</p>
Maths	<p>Multiplication: 2 digit numbers multiplied by 1 digit numbers using resources and then a formal written method.</p>	<p>Division 2 digit numbers divided by 1 digit numbers. Division with remainders.</p>	<p>Fractions To find fractions of shapes. To recognise, find and name fractions of set of objects. To calculate fractions of amounts To be able to count up and down in tenths. To be able to count up and down in fractional amounts.</p>	<p>To know the Roman numerals for numbers 1-15. To be able to link the Roman numerals to an analogue clock. To know the number of days in each month, year and leap year. To read, record and compare time as seconds, minutes and hours.</p>	<p>Time To recognise a range of coins and bank notes. To add and subtract money to find totals and give change. To solve word problems involving money.</p>	<p>Assessment/ times tables</p>
Science (Light and Shadows)	<p>To know that we need light to be able to see. I know that darkness is where there is no light. I can identify sources of light.</p>	<p>To investigate which surfaces can reflect light. I can explain reflection. I can identify reflective materials.</p>	<p>To know that light can be dangerous for my eyes. I know that light can be dangerous for my eyes. I know how to protect my eyes from light.</p>	<p>To know how shadows form. I know what a shadow is. I can describe how shadows are formed when light is blocked.</p>	<p>To describe how the size of a shadow can be changed. I can explain how a shadow is formed. I know that the size of a shadow can change.</p>	<p>Assessment</p>

RE Incarnation and God	What is incarnation?	What does baptism mean?	How do Christians show their beliefs about God and the Trinity in the way they live?	What is the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.	I know what the trinity represents. I know the creation story and its meaning. I can tell you what Christians believe	TASC related lesson
PE	To carry out an exercise circuit. I understand the importance of exercise. I know what happens to my body when I exercise. I can take part in a circuit.	To carry out a range of jumps, leaps and turns. I can carry out jumps, leaps and turns from different heights. I can carry out jumps, leaps and turns from different equipment. I am aware of how to stay safe when carrying out gymnastics.	LO: To be able to carry out a range of rolls. I can carry out a forward roll. I can carry out a pencil roll. I can carry out a teddy bear roll.	To familiarise myself with the PE apparatus. I can climb a rope. I can climb the apparatus safely. I know how to climb down from the apparatus safely and logically.	LO: To be able to use the vault safely to carry out jumping. I can jump from a height. I can land safely. I know what a vault is and how to handle one safely.	To create out paired symmetrical shapes. I can make shapes with my body. I know what symmetry is and can show this in a shape with a partner. I am aware of how to stay safe when carrying out gymnastics.
CC	To identify what I know about The Romans. I know basic information about The Romans. I can identify what I want to discover about The Romans. I can order a Roman timeline.	LO: To learn about the Roman societies. I know about class order in the roman times. I can name some jobs from the roman times.	LO: To learn about the Roman army. I know what Roman army members wore. I can recall some facts about the Roman army.	LO: To learn about the Roman Gods. I know that the Romans believes in many different Gods. I can name some Roman Gods and what they had power over.	TASC activity	Outdoor learning lesson
Art	To create a soldier paper chain. I know what a	To create a Roman mosaic. I know what a mosaic picture is. I can	To create an emperor wreath, I know how an emperor was.	To create an image of a chariot race. I know what chariot racing was.	Valentine's day cards	Outdoor learning lesson

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	Roman soldier wore. I can draw and colour a Roman soldier.	create and design a mosaic picture.	I can create a wreath for an emperor.	I can use paints to create a picture of a chariot race.		
Music	Online Safety lesson	To explore the functions of a keyboard.	To learn a song on the keyboard.	To learn a song on the keyboard.	To be able to learn a song and perform with a partner.	To perform a song on the keyboard within a group.
Computing	LO: To explore the concept that people can connect with one another through the Internet. I understand how the ability for people to communicate online can unite a community. I know how to stay safe on a range of technological devices.	LO: To share my thoughts and opinions about a project or book online. I know how people can communicate and collaborate online. I can identify the rules and possible implications of online safety when collaborating on projects	LO: To understand that people can connect across the world using the internet.	I know that passwords are used to log in to resources on the web and why these should be kept private	I can send an email to my teacher. To consider the school's e-safety rules when emailing another person.	LO: To be able to use an email account safely and easily. I know how to read and reply to an email. I have considered online safety when using email.
PSHE	To learn the importance of aligning body, mind, emotion and spirit to achieve the results they want. To recognise how aligning these four areas will also improve their general wellbeing. To recognise that they have greater	To recognise that they have greater choice in their lives than they may realise. To explore values, qualities and behaviours in each of the four areas. To be able to use coaching to create their own personal alignment to help achieve a	To recognise that they have greater choice in their lives than they may realise. To explore values, qualities and behaviours in each of the four areas.	To identify how a balanced lifestyle, including exercise and nutrition leads to better health and well-being.	To understand the factors that enable the body to function at its best. Students to assess where they are against these factors. They will understand that effort is needed to achieve the right results. Students to devise their own plans for personal improvement (getting fitter and	To be able to use coaching to create their own personal alignment to help achieve a goal.

	choice in their lives than they may realise.	goal.			healthier).	
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