

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Stories with a dilemma	Stories with a dilemma	Stories with a dilemma	Diaries	Diaries	Diaries
Mathematics	Fractions	Fractions	Fractions	Fractions and decimals	Fractions and decimals	Fractions and decimals
Science State of matter	<p>States of matter Solid, liquid and gas</p> <ul style="list-style-type: none"> • identify differences, similarities or changes related to simple scientific ideas and processes • compare and group materials together, according to whether they are solids, liquids or gases 	<p>States of matter Investigating gases.</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases 	<p>States of matter Heating and cooling</p> <ul style="list-style-type: none"> • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 	<p>States of matter Wonderful water</p> <ul style="list-style-type: none"> • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 	<p>States of matter Evaporating water investigating</p> <ul style="list-style-type: none"> • associate the rate of evaporation with temperature • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<p>States of matter The water cycle</p> <ul style="list-style-type: none"> • identify the part played by evaporation and condensation in the water cycle
Computing	<ul style="list-style-type: none"> • iMovie select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that 	<ul style="list-style-type: none"> • iMovie select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that 	<ul style="list-style-type: none"> • iMovie select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that 	<ul style="list-style-type: none"> • iMovie select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, 	<ul style="list-style-type: none"> • e-safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> • e-safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

	accomplish given goals, including collecting, analysing, evaluating and presenting data and information	accomplish given goals, including collecting, analysing, evaluating and presenting data and information	accomplish given goals, including collecting, analysing, evaluating and presenting data and information	analysing, evaluating and presenting data and information		
Geography				Atlases and geographical features locate the world's countries, using maps to focus on Europe (including the location of Russia) and concentrating on their major cities	Atlases and geographical features locate the world's countries, using maps to focus on Europe (including the location of Russia) and concentrating on their major cities	Atlases and geographical features locate the world's countries, using maps to focus on Europe (including the location of Russia) and concentrating on their major cities
History Tudors	<ul style="list-style-type: none"> • Tudor life Rich and poor daily lives. • Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance • Suggest where we might find answers to questions considering a 	<ul style="list-style-type: none"> • Tudor life Rich and poor daily lives • Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance • Suggest where we might find answers to questions considering a 	<ul style="list-style-type: none"> • Tudor life Food for rich and poor • Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance • Suggest where we might find answers to questions considering a 	<ul style="list-style-type: none"> • Tudor life Tudor clothes • Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance • Suggest where we might find answers to questions considering a range of sources • Understand that knowledge about the past is constructed from a variety of sources 		

	<p>range of sources</p> <ul style="list-style-type: none"> • Understand that knowledge about the past is constructed from a variety of sources • Construct and organise responses by selecting relevant historical data 	<p>range of sources</p> <ul style="list-style-type: none"> • Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data 	<p>range of sources</p> <ul style="list-style-type: none"> • Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data 	<p>Construct and organise responses by selecting relevant historical data</p>		
Design Technology	<p>Needle craft Applique</p> <ul style="list-style-type: none"> • Present a product in an interesting way. • Persevere and adapt my work when my original ideas do not work. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and 	<p>Needle craft Applique</p> <ul style="list-style-type: none"> • Present a product in an interesting way. • Persevere and adapt my work when my original ideas do not work. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and 	<p>Needle craft Applique</p> <ul style="list-style-type: none"> • Present a product in an interesting way. • Persevere and adapt my work when my original ideas do not work. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and 	<p>Needle craft Applique</p> <ul style="list-style-type: none"> • Present a product in an interesting way. • Persevere and adapt my work when my original ideas do not work. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of 	<p>Needle craft Applique</p> <ul style="list-style-type: none"> • Present a product in an interesting way. • Persevere and adapt my work when my original ideas do not work. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles 	<p>Needle craft Applique and evaluation</p> <p>I can evaluate products for both their purpose and appearance.</p> <p>I can explain how I have improved my original design.</p>

	finishing], accurately <ul style="list-style-type: none"> • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	finishing], accurately <ul style="list-style-type: none"> • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	finishing], accurately <ul style="list-style-type: none"> • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	and ingredients, according to their functional properties and aesthetic qualities	
Art	Sketching Observational drawings <ul style="list-style-type: none"> • Use sketchbooks to record drawings from observation • Experiment with different tones using graded pencils • Include increased detail within work • Draw on a range of scales 	Sketching Observational drawings <ul style="list-style-type: none"> • Experiment with different tones using graded pencils • Develop shadows • Include increased detail within work 	Sketching Observational drawings <ul style="list-style-type: none"> • Include increased detail within work • Draw on a range of scales • Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) 	Tudor Portraits <ul style="list-style-type: none"> • Mix and match colours (create palettes to match images) • Lighten and darken tones using black and white • Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) • Experiment with watercolour, exploring intensity of colour to develop shades 	Tudor Portraits <ul style="list-style-type: none"> • Mix and match colours (create palettes to match images) • Lighten and darken tones using black and white • Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) • Experiment with watercolour, exploring intensity of colour to develop shades 	Tudor Portraits <ul style="list-style-type: none"> • Mix and match colours (create palettes to match images) • Lighten and darken tones using black and white • Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves) • Experiment with watercolour, exploring intensity of colour to develop shades

P.E.	Football play competitive games, modified where appropriate [for example, football], and apply basic principles suitable for attacking and defending Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	Football play competitive games, modified where appropriate [for example, football], and apply basic principles suitable for attacking and defending Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	Football play competitive games, modified where appropriate [for example, football], and apply basic principles suitable for attacking and defending Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	Football play competitive games, modified where appropriate [for example, football], and apply basic principles suitable for attacking and defending Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	Football play competitive games, modified where appropriate [for example, football], and apply basic principles suitable for attacking and defending Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	Football play competitive games, modified where appropriate [for example, football], and apply basic principles suitable for attacking and defending Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)
Music	Recorder To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Recorder To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Recorder To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Recorder To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Recorder To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Recorder To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Languages French	Write number to 20 from memory. Experiment with writing simple words.	Discriminate sounds and identify meanings when items are repeated several times.	Sing a song from memory with clear pronunciation. Begin to know some key vocabulary. E.g body parts and colours.	Copy accurately in writing some key words and read some key vocabulary.	Introducing self Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures	Introducing family Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures

R.E.	Recap main events of the Easter story.	Why is Lent such an important period for Christians? How is Lent a period of preparation for Christians?	How was Jesus tempted?	What kind of temptations do we face today?	So, why do Christians keep Lent today?	
SMSC	Motivating me	Celebrate me	Learning about each other	Finding a future for me	Who are my heroes?	Becoming better at being ourselves.