

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Street Child Berlie Doherty	Street Child Berlie Doherty	Street Child Berlie Doherty	Street Child Berlie Doherty	Street Child Berlie Doherty	Street Child Berlie Doherty
Mathematics	Area of compound shapes Area of triangles	Decimals and percentages Understanding place value to 3dp Order and compare decimals to 3dp Rounding decimals	Decimals and percentages Decimals as fractions Percentage of amounts Equivalent FDP	Decimals and percentages Multiply and divide decimals by integers	Statistics Read, interpret and draw line graphs.	Statistics Read, interpret and draw tables (2 way tables) Timetables
Science	To understand gravity. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	To understand the effects water has on the mass of an object. Identify the effects of water resistance plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (enquiry)	To understand water resistance. Identify the effects of friction that act between moving surfaces	To understand air resistance. Identify the effects of air resistance Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	To understand how levers/pulleys can help forces have a greater effect. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Assessment

<p>Computing</p>	<p>Esafety Balance of time spent online use technology safely, respectfully and responsibly</p>	<p>Information Technology Edit maps from Victorian time in paint. select, use and combine a variety of software</p>	<p>Information Technology Edit maps from Victorian time in paint. select, use and combine a variety of software</p>	<p>Digital Literacy Produce a leaflet about Dr Barnados Research Pupils explore issues relating to online searching, including how to use effective keywords, using directories and subject categories, and how to analyse the usefulness and relevancy of the results. They learn to conduct searches that provide them with the most helpful and relevant information</p>	<p>Digital Literacy/ ICT Produce a leaflet about Dr Barnados <i>Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject, incorporating a range of media</i></p>	<p>Esafety/Digital Literacy Adverts on the internet Pupils develop skills for evaluating websites, online information and advertising by rating the trustworthiness and usefulness of websites, and learning to identify the different types of online advertising</p>
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<p>Geography</p>	<p>Change over time. Look at a variety of maps to see the expansion of towns/factories.</p> <p>Human Geography, including: types of settlement and land use</p>	<p>Change over time. Change of the railways over time.</p> <p>Human Geography, including: types of settlement and land use</p>				
<p>History</p>	<p>Geography</p>	<p>Geography</p>	<p>Workhouses</p> <p><i>Similarities and differences</i></p> <p><i>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</i></p>	<p>Workhouses</p> <p><i>Similarities and differences</i></p> <p><i>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</i></p>	<p>Dr. Barnados</p> <p>Causes and Consequences</p> <p><i>Begin to offer explanations about why people in the past acted as they did</i></p>	<p>Dr. Barnados</p> <p>Causes and Consequences</p> <p><i>Begin to offer explanations about why people in the past acted as they did</i></p>

<p>Art and Design</p>	<p>Who were George Seurat and Paul Signac.</p> <ul style="list-style-type: none"> • about great artists, architects and designers in history 	<p>Pointillism Felt tips, pencils.</p> <p>Drawing</p> <p><i>Show total qualities using, pointillism,</i></p>	<p>Pointillism Paint</p> <p>Drawing</p> <p><i>Show total qualities using, pointillism,</i></p>	<p>Linear art</p> <p>Drawing</p> <p><i>Introduce perspective, fore/back and middle ground</i></p>	<p>Linear art</p> <p>Drawing</p> <p><i>Introduce perspective, fore/back and middle ground</i></p>	<p>Make bread/ Victoria sponge, gruel.</p> <p>Cooking Nutrition</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>
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<p>P.E.</p>	<p>Striking & Fielding (Y5) Dance (Y5)</p> <p>Invasion games Tag rugby (Y6)</p> <p>Striking and fielding Zone rounders (Y6)</p> <p>play competitive games, modified where appropriate</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>perform dances using a range of movement patterns</p>	<p>Hockey (Y5) Dance (Y5)</p> <p>Badminton (Y6) Circuits (Y6)</p> <p>play competitive games, modified where appropriate</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>perform dances using a range of movement patterns</p>	<p>Hockey (Y5) Dance (Y5)</p> <p>Badminton (Y6) Circuits (Y6)</p> <p>play competitive games, modified where appropriate</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>perform dances using a range of movement patterns</p>	<p>Hockey (Y5) Dance (Y5)</p> <p>Badminton (Y6) Circuits (Y6)</p> <p>play competitive games, modified where appropriate</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>perform dances using a range of movement patterns</p>	<p>Hockey (Y5) Dance (Y5)</p> <p>Badminton (Y6) Circuits (Y6)</p> <p>play competitive games, modified where appropriate</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>perform dances using a range of movement patterns</p>	<p>Hockey (Y5) Dance (Y5)</p> <p>Badminton (Y6) Circuits (Y6)</p> <p>play competitive games, modified where appropriate</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>perform dances using a range of movement patterns</p>
<p>Languages</p>	<p>To identify food that is liked and disliked in French.</p>	<p>To read and create restaurant menus.</p>	<p>To use knowledge of food in French to create a healthy menu.</p>	<p>Opening times in a restaurant and food tasting.</p>	<p>To explore and pronounce French foods for a celebration.</p>	<p>To explore and pronounce French foods for a celebration.</p>
<p>R.E.</p>	<p>What is the Bible and why is it important to Christians</p>	<p>What is the Bible and why is it important to Christians</p> <p>Creation story</p>	<p>Review Lent and Palm Sunday.</p>	<p>Why is the last supper important</p> <ul style="list-style-type: none"> • What are the events of Easter? 	<p>Why is the last supper important</p> <ul style="list-style-type: none"> • How and why do some Christians remember Jesus in the Eucharist? 	<p>Why is the last supper important</p> <p>Assembly preparations</p>

	Bible references			<ul style="list-style-type: none"> • What happened at The Last Supper? 	<ul style="list-style-type: none"> • How does The Last Supper link to Eucharist today? 	
Music	<p>Charanga</p> <p>Fresh Prince (Y5)</p> <p>Don't stop believin (Y6)</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Charanga</p> <p>Fresh Prince (Y5)</p> <p>Don't stop believin (Y6)</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Easter songs practice/ music relating to topic</p> <p>appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians</p>	<p>Easter songs practice/ music relating to topic</p> <p>appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians</p>	<p>Charanga</p> <p>Fresh Prince (Y5)</p> <p>Don't stop believin (Y6)</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Charanga</p> <p>Fresh Prince (Y5)</p> <p>Don't stop believin (Y6)</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>