

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Settings	Settings	Settings	Letters	Letters	Letters	Letters
Mathematics	Addition and subtraction	Addition and subtraction	Measurement length and perimeter	Measurement length and perimeter	Multiplication and division	Multiplication and division	Multiplication and division
Science States of Matter	Evaporation experiment	Melting points bar charts	Jelly bean experiment – reaction to different liquids	Sugar cube experiment	Catapults – solving problems	Data handling	Data handling
Computing	E-safety Discuss and recap SMART Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	What is cyberbullying Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Advertisements Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Passwords and security Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Emails Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Online communication Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Planning a party online. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Geography					Name & locate the counties and cities of the UK	Name & locate the counties and cities of the UK	Name & locate the counties and cities of the UK
History Stone Age	To look at life in the Neolithic –Late Stone Age 4000BC – 2500 BC	Burying the past: What do grave goods tell us about the Bronze age. Suggest where	Iron Age hill forts and farming. What was life like at an Iron Age	How did the iron age people live? (Iron replaced bronze for tools and weaponry and			

	To look at the archaeological site Skara Brae.	we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources	fort. Changes in Britain from the stone age to the iron age.	jewellery) Changes in Britain from the stone age to the iron age.			
Art and Design					Begin to experiment with colour to create more abstract colour palettes Colour mixing using paints, oils pastels, chalk pastels and paints.	Explore complementary and opposing colours in creating patterns Stonehenge pictures- colour mixing using paint.	Mix and match colours Christmas cards, colour mixing using pastels.
Design and Technology	Select materials and components suitable for the task. Explain their choices of materials and components. Testing materials to use when making a cake box.	Know how to make strong, stiff shell structures. Making nets	Use the correct technical vocabulary. Know that materials have both functional properties and aesthetic qualities. Design a cake box.	Follow procedures for safety. Use a wider range of materials and components. Measure, mark out, cut and shape materials and components with some accuracy. Assemble, join and combine			

				materials with some accuracy. Make a cake box.			
P.E.	Explore different styles of throwing Netball-chest pass Coach-invasion games	Explore different styles of throwing Netball-bounce pass Coach-invasion games	Perform combinations of jumps e.g. hop, step, jump showing control and consistency Netball-pivoting Coach-invasion games	Use running, jumping, throwing and catching in isolation and in combination Netball-dodging and marking Coach-invasion games	Consistently hit a target with a range of implements Netball-shooting Coach-invasion games	Core task- 3 touch ball. Coach-invasion games	Core task- 3 touch ball. Coach-invasion games
Languages French	To introduce the new topic of Les Animaux Experiment with writing simple words. To develop a wider vocabulary.	To revise the 5 animals from last week and to learn the next 5. Experiment with writing simple words. To develop a wider vocabulary.	To consolidate and retain all ten nouns from this unit with a variety of memorising activities. Copy accurately in writing some key words. To identify common nouns,	To learn how to write the animals vocabulary by looking closely at the spellings through a variety of activities. Copy or label using single words. To recognise some familiar words in written form.	Extend vocabulary by introducing je suis + animal. Write familiar words and simple phrases from a model. To recognise some familiar words in written form.	Extend vocabulary by introducing je suis + animal. Write familiar words and simple phrases from a model. To speak clearly and confidently.	To revise all language covered so far and assess for the unit.
R.E.	Jonah and the whale. What do we learn from this story?	The loaves and fishes. Children complete quiz and learn that nothing is impossible for God.	Why do Christians call Jesus the light of the world? John: chapter 8 verse 12. Complete lighthouse.	Why do Christians call Jesus the light of the world? Children create their own candle.	To understand and explain the symbolism of a Christingle. Make a Christingle orange and children label each of the sections.	To understand and explain the symbolism of the Advent Ring.	
PSHE It's my body	My body: my choice	Fit as a fiddle	Good night, good day	Cough, splutter, sneeze	Drugs: healing or harmful?	Choices Everywhere	