

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| English | Comprehension | Diary Entries | Diary Entries | Diary Entries | | |
| Mathematics | Money | Money | Statistics | Statistics | Time | Time |
| Science Animals including humans | Teeth identify the different types of teeth in humans and their simple functions | Teeth experiment ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests make systematic and careful observations and, where appropriate, | Life Cycle of animals notice that animals, including humans, have offspring which grow into adults | Life cycle of humans describe the changes as humans develop to old age | Food groups Healthy diet describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | |
| Computing | PowerPoint Introduce power points and look at basic features and icons. Presentations: Pupils learn to write and deliver a presentation on a given subject Graphics: Pupils learn how to take, adapt or create images | Introduce google as a search engine Pupils are introduced to the basics of online searching, including how to use effective keywords. They also learn to conduct searches that provide them with the most helpful and relevant information | Research on Ancient Egyptians and create PowerPoint. Pupils are introduced to the basics of online searching, including how to use effective keywords. They also learn to conduct | Research on Ancient Egyptians and create PowerPoint. Pupils are introduced to the basics of online searching, including how to use effective keywords. They also learn to conduct searches that provide them with the most | Research on Ancient Egyptians and create PowerPoint. Pupils are introduced to the basics of online searching, including how to use effective keywords. They also learn to conduct searches that provide them with the most helpful and relevant information | |

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| | to enhance or further develop their work | <p>use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</p> <p>Presentations: Pupils learn to write and deliver a presentation on a given subject</p> <p>Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work</p> | <p>searches that provide them with the most helpful and relevant information</p> <p>use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</p> <p>Presentations: Pupils learn to write and deliver a presentation on a given subject</p> | <p>helpful and relevant information</p> <p>use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</p> <p>Presentations: Pupils learn to write and deliver a presentation on a given subject</p> <p>Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work</p> | <p>use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</p> <p>Presentations: Pupils learn to write and deliver a presentation on a given subject</p> <p>Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work</p> | |
| Geography | Locate Egypt on a map. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | Explore the River Nile. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | | |
| History Ancient Egypt | Where is Egypt? Ask and answer questions about the | Timeline Develop increasingly secure chronological knowledge and | The river Nile and farming. Identify and give reasons for historical events, | Hieroglyphics Ask and answer questions about the past, | Egyptian God Ask and answer questions about the past, | |

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| | <p>past, considering aspects of change, cause, similarity and difference and significance. Ancient Egypt; The Shang Dynasty of Ancient China</p> | <p>understanding of history.</p> <p>Put events, people, places and artefacts on a timeline</p> <p>Use correct terminology to describe events in the past</p> | <p>situations and changes</p> <p>Identify some of the results of historical events, situations and changes</p> | <p>Suggest where we might find answers to questions considering a range of sources</p> <p>Construct and organise responses by selecting relevant historical data</p> | <p>Suggest where we might find answers to questions considering a range of sources</p> <p>Construct and organise responses by selecting relevant historical data</p> | |
| <p>Design Technology</p> | <p>Needle craft</p> <p>Investigate Tudor Rose designs</p> <p>Plan</p> <ul style="list-style-type: none"> • Use ideas from other people when I am designing. • Produce a plan and explain it. | <p>Needle craft</p> <p>Practise joining stitches</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately | <p>Needle craft</p> <p>Make patterns and cut out fabric</p> <ul style="list-style-type: none"> • Measure accurately. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • | <p>Needle craft</p> <p>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 | <p>Needle craft</p> <p>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 and ingredients, according to their | <p>Needle craft</p> <p>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> |

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| | | | | construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | functional properties and aesthetic qualities | |
| Art | Investigate Clay pots <i>Develop artistic/visual vocabulary to discuss work</i> | Clay Pots <i>Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Introduce 'modroc'</i> | Clay Pots <i>Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Introduce 'modroc'</i> | Clay Pots <i>Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Introduce 'modroc'</i> | Clay Pots <i>Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Introduce 'modroc'</i> | Clay Pots <i>Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Introduce 'modroc'</i> |
| P.E. | Tennis 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) | Tennis 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) | Tennis 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) | Tennis 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) | Tennis 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) | Tennis 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, | 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, | 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 |

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| | control and expression | | control and expression | | | |
| Languages French | Greetings Listen attentively to spoken language and show understanding by joining in and responding | Greetings Listen attentively to spoken language and show understanding by joining in and responding | 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 | Counting 1 to 12 Recognise numbers 1–20 | Counting games Recognise numbers 1–20 Sing a song from memory, with clear pronunciation |
| R.E. | How might Christians use metaphor to understand God? | What do Christians believe about God as creator? | The creation story. | Adam and Eve. | How do Bible metaphors show God as protecting and saving? | |
| SMSC | Making choices | Wheel of choice | Dilemma | Influences | Choosing to behave responsibly. | |