

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
English	Non-chronological reports	Non-chronological reports	Non-chronological reports	Shape poems/calligrams	Shape poems/calligrams	Shape poems/calligrams	
Mathematics	Multiplication and division	Multiplication and division	Perimeter, length and area	Perimeter, length and area	Fractions	Fractions	
Science Forces and Magnets	Pushes and Pulls To notice that some forces need contact between two objects. Play Park	Faster and Slower To compare how things move on different surfaces. Ramp Experiment	Magnetic Strength To know that forces can act at a distance. To observe the different types of magnets.	Magnet Poles To describe magnets as having two poles. To predict/observe whether two magnets will attract or repel each other, depending upon which poles they are facing.	Marvellous Magnets To compare and group together a variety of everyday objects on the basis of, whether they are attracted to a magnet and identify some magnetic materials. Look at the everyday use of magnets such as recycling centres.	Assessment	
Computing	Publisher Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject	Publisher Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject	Publisher Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject	Publisher Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject	E-safety Cyber bullying	E-safety Reliable – false news	
Geography	To identify where the Anglo Saxon Home Lands were and where they settled in Britain.						
History Anglo Saxons To look at the Anglo Saxon settlement in Britain.		To identify and give reasons for historical events. Why did the Anglo Saxons move to Britain? How did they travel here?	To describe and begin to make links between main events and situations and changes across different periods. Anglo Saxon Language	Sutton Hoo Understand that knowledge about the past is constructed by a variety of sources.	Life in Anglo Saxon settlement. Describe some similarities and differences between different periods e.g. social, local, belief and individual.	To write a diary entry as an Anglo Saxon child. Describe some similarities and differences between different periods e.g. social, local, belief and individual.	

Art and Design	<p>Working with Colour</p> <p>Anglo Saxon – sea scape and long boat</p> <p>To mix and match colours to create palette to match an image.</p>	<p>To explore the colour wheel. Create winter tree silhouette against a patchwork of colour.</p> <p>To explore complimentary and opposing colours in creating patterns.</p>	<p>To explore the work of Kandinsky.</p> <p>Experiment with water colour exploring the intensity of colour to develop shades.</p>	<p>To create art work in the style of Kandinsky.</p> <p>Begin to experiment with abstract colour palettes.</p>	<p>To explore colour through the art work of Andy Warhol.</p> <p>To explore complimentary and opposing colours in creating patterns.</p>	<p>To create art work in the style of Andy Warhol.</p> <p>To mix and match colours to create palette to match an image.</p>	
P.E.	<p>Browne – Tennis and swimming</p> <p>Lewis – games (calling the shots) and swimming</p> <p>Wilson – games (on the attack) and Badminton</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</p> <p>Play competitive games, modified where appropriate [for example, rugby], and apply basic principles suitable for attacking and defending</p>	<p>Browne – Tennis and swimming</p> <p>Lewis – games (calling the shots) and swimming</p> <p>Wilson – games (on the attack) and Badminton</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</p> <p>Play competitive games, modified where appropriate [for example, rugby], and apply basic principles suitable for attacking and defending</p>	<p>Browne – Tennis and swimming</p> <p>Lewis – games (calling the shots) and swimming</p> <p>Wilson – games (on the attack) and Badminton</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</p> <p>Play competitive games, modified where appropriate [for example, rugby], and apply basic principles suitable for attacking and defending</p>	<p>Browne – Tennis and swimming</p> <p>Lewis – games (calling the shots) and swimming</p> <p>Wilson – games (on the attack) and Badminton</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</p> <p>Play competitive games, modified where appropriate [for example, rugby], and apply basic principles suitable for attacking and defending</p>	<p>Browne – Tennis and swimming</p> <p>Lewis – games (calling the shots) and swimming</p> <p>Wilson – games (on the attack) and Badminton</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</p> <p>Play competitive games, modified where appropriate [for example, rugby], and apply basic principles suitable for attacking and defending</p>	<p>Browne – Tennis and swimming</p> <p>Lewis – games (calling the shots) and swimming</p> <p>Wilson – games (on the attack) and Badminton</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</p> <p>Play competitive games, modified where appropriate [for example, rugby], and apply basic principles suitable for attacking and defending</p>	
Languages French	<p>Numbers 11 – 20</p> <p>To recognise numbers 1 - 20</p>	<p>Play ground games</p> <p>Respond to simple instructions. To explore the patterns and sounds of language through songs and rhymes.</p>	<p>Play ground games</p> <p>Respond to simple instructions. To explore the patterns and sounds of language through songs and rhymes.</p>	<p>Look at me</p> <p>Begin to know some key vocabulary. Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Happy Birthday</p> <p>Start to understand cultural similarities for celebration. Investigate aspects of lifestyle in France e.g. food, leisure activities.</p>	<p>Party</p> <p>Start to understand cultural similarities and differences and how festivals are celebrated. Sing a song from memory.</p>	
R.E.	<p>What can we learn about Christian symbols and beliefs by visiting churches?</p> <p>What is worship?</p> <p>The characteristics of Christian worship.</p>	<p>What symbols can be seen in church and what do they mean?</p>	<p>Why do some churches use colour?</p> <p>How colour can express beliefs.</p>	<p>Church visit</p>	<p>How could I use colour to express my ideas, feelings and beliefs?</p>	<p>Should all worship be the same?</p>	

SMSC	Right and Wrong What is right and what is wrong?	Fairness and unfairness	Honesty	Moral dilemmas	Moral dilemmas What would you do?	What is the right thing to do?	
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