

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Dictionary and thesaurus work	Sentence level work	Sentence level work	Sentence level work	Instructions	Instructions	Instructions
Mathematics	Place value	Place value	Place value	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction
Science States of Matter	To compare and group materials together according to whether they are solid, liquid or gas. <i>Talk about criteria for grouping, sorting and classifying.</i>	To explore solids made from smaller particles <i>Observe carefully – help to decide what observations to make, how long for and the equipment needed.</i>	Observe that some materials change state- when they are heated/cooled, measure the temperature at which this happens. Solid/liquid <i>Observe carefully – help to decide what observations to make, how long for and the equipment needed.</i>	Gas experiment <i>Observe carefully – help to decide what observations to make, how long for and the equipment needed.</i>	To understand the water cycle – experiment. <i>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</i>	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <i>Observe carefully – help to decide what observations to make, how long for and the equipment needed.</i>	Assessment
Computing	<b>Scratch</b> design write and debug programs that accomplish specific goals.	<b>Scratch</b> design write and debug programs that accomplish specific goals.	<b>Scratch</b> solve problems by decomposing them in smaller parts	<b>Scratch</b> solve problems by decomposing them in smaller parts	<b>Scratch</b> use sequence, selection and repetition in programs use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<b>Staying safe online</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<b>Staying safe online</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Geography	2 <sup>nd</sup> half term		Link to History Skara Brae				
History Stone Age	To arrange events from the past in chronological order. Develop increasingly secure chronological knowledge and understanding of history, local, British and world	Who were the 1st people in Britain? How do we know about the people from the past? The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared	What did people do in the new stone age? Why did people stop using stone as their main tool? Identify some of the results of historical events, situations and changes	Did stone age people believe in God? Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual	Why did people stop using stone to make their tools and weapons? Identify some of the results of historical events, situations and changes	How did the iron age people live? Changes in Britain from the Stone Age to the Iron Age	How did the iron age people live? Changes in Britain from the Stone Age to the Iron Age
Art and Design	Observational drawing Use sketchbooks to record drawings from observation Experiment with different tones using graded pencils Include increased detail within work	Observational drawing Use sketchbooks to record drawings from observation Experiment with different tones using graded pencils Include increased detail within work	Observational drawing Use sketchbooks to record drawings from observation Experiment with different tones using graded pencils Include increased detail within work	Charles Rennie Macintosh Look at the work of artists who formed geometric paintings.	Charles Rennie Macintosh Pupils should be taught: about great artists, architects and designers in history. Use the work of artists to replicate ideas or inspire own work e.g.	Charles Rennie Macintosh Pupils should be taught: about great artists, architects and designers in history. Use the work of artists to replicate ideas or inspire own work e.g.	Charles Rennie Macintosh Pupils should be taught: about great artists, architects and designers in history. Use the work of artists to replicate ideas or inspire own work e.g.
Design and Technology	2 <sup>nd</sup> half term						
P.E.	Dance Talk with the children about the different joints in the body and the need to warm these up to prepare for exercise. Clockwork • Show the children examples of	Dance Moving from top to toe, show them a good warm-up activity for each joint. Teach the children a movement phrase that shows	Dance Show the children video of a high-quality dance performance to help them understand the need to warm up. Working in pairs or small groups, ask the children to	Dance Ask the children to design a warm-up for three different activities, including dance. Ask them to make their dance expressive by showing how they felt during each activity	Dance Introduce the concept of being 'ready to perform', including appropriate kit, health, fitness and diet ideas. Divide the class into small groups and ask each to create	Dance Ask the children to experiment with performing their dance in unison, canon, mirror and matched.  Badminton play competitive games, modified where appropriate [for example, badminton, basketball,	Dance Challenge them to create a tableau – a 'still moment' – for their dance. Explain to them that they will need to use this in the final performance when their group is not performing.  Badminton

	<p>different clocks and watches. Talk with them about clock mechanisms and how different types of clocks work.</p> <ul style="list-style-type: none"> <li>Ask the children to use different parts of their body and to vary levels and speeds to compose a short movement phrase based on clock mechanisms or movements. Encourage them to work imaginatively and try a range of ideas.</li> </ul> <p>Badminton play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>getting up (this can be based on your own or the children's ideas). Ask them to exaggerate their movements (make them bigger).</p> <p>Badminton play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>create a diary dance based on what they did the day before (they could write activities on flipchart paper as a reminder). Encourage them to show different activities through movement and mime.</p> <p>Badminton play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>(eg happy, sad, angry). Add music to increase their imaginative engagement.</p> <p>Badminton</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>a short dance to represent a given time of the day (each group should focus on a different time).</p> <p>Badminton play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>
<p>Languages</p> <p>French</p>	<p>Language Angels</p> <p>Phonetics 1 and 2</p> <p>Recognise and read known sounds within words</p>	<p>Phonetics 1 and 2</p> <p>Recognise and read known sounds within words</p>	<p>Phonetics 1 and 2</p> <p>Recognise and read known sounds within words</p>	<p>I'm learning French</p> <p><i>Developing a wider vocabulary</i></p> <p>Read some key vocabulary</p> <p>Experiment with writing simple words</p> <p>Copy accurately in writing some key words</p>	<p>I'm learning French</p> <p>Developing a wider vocabulary</p> <p>Read some key vocabulary</p> <p>Experiment with writing simple words</p> <p>Copy accurately in writing some key words</p>	<p>I'm learning French</p> <p>Developing a wider vocabulary</p> <p>Read some key vocabulary</p> <p>Experiment with writing simple words</p> <p>Copy accurately in writing some key words</p>	<p>Numbers 0 to 10</p> <p>Recognise numbers 1–20</p> <p>Write some of the numbers to 20 from memory</p>

R.E.	What do we know about the Bible and why it is important to Christians? What is the difference between a favourite book and a Bible to a Christian?	How do Christians use a bible?	What makes a book special?	What is in the Bible?	What is in the Bible?	What different types of books are there in the library?	What are the old and new testaments?
PSHE Team	Class room Charter To explore classroom boundaries and rules.	Aim: To learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	To know that their actions affect themselves and others. To work collaboratively towards shared goals. I can explain how and why we should work well as a team.	To know that our actions affect us and others. To work collaboratively towards shared goals. I can describe how my actions and behaviour affect my team.	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and respond appropriately to a wider range of feelings in others. I can pay attention to and respond considerately to others.	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To know that their actions affect themselves and others. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. I can describe why disputes might happen and strategies to resolve them.	To know that their actions affect themselves and others. To work collaboratively towards shared goals. To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. I can talk about my responsibilities towards my team.