

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Explanation texts	Explanation texts	Explanation texts	Dilemmas	Dilemmas	Dilemmas	Grammar
Mathematics	Fractions/Decimals	Fractions/Decimals	Fractions/Decimals	Money	Money	Time	Time
Science	To recognise that living things can be grouped	To recognise that living things can be grouped	To explore and use classification keys to group and identify and name living things in the local environment	To explore and use classification keys to group and identify and name living things in the wider environment	To recognise that environments can change and this can pose dangers to living things	To recognise that environments can change and this can pose dangers to living things	Assessment
Computing	Multimedia, text and images. Publisher Introduce publisher Discuss what publisher is and basic icons.	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject	Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject	Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject	Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject	E-safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Geography		Identify where in the world Egypt is, find Egypt on a map and identify the continent					

		Egypt is part of as well as the seas that are next to it. Use maps, atlases, globes and digital, computing mapping to locate countries and describe features studied.					
History Ancient Egyptians	Children will explore the differences between AD and BC, and place key dates relating to Ancient Egypt on a time line		To learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt. The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of China.	To find out about Tutankhamon and how artefacts can teach us about the past. Suggest where we might find answers to questions considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources.	To understand the importance of artefacts in helping us to find out about the past. Suggest where we might find answers to questions considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources.	To find out about the way of life in ancient Egypt. The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of China.	To learn about Egyptian tombs, pyramids and burial sites. The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of China.
Art and Design	Use pipe cleaners/wire to create sculptures of human forms Creating sculptures of Egyptian mummies.	Introduce 'modroc' Design a sarcophagus	Introduce 'modroc' Build a sarcophagus using modroc	Introduce 'modroc' Build a sarcophagus using modroc	Introduce 'modroc' Paint a sarcophagus	Create work on a larger scale as a group Build a large class sarcophagus	

Design and Technology							
P.E.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending <i>Striking and Fielding</i> <i>Striking and Defending Coach/ Athletics</i>	Throw with greater control <i>Striking and Fielding</i> <i>Striking and Defending Coach/ Athletics</i>	<i>Consistently hit a target with a range of implements</i> <i>Striking and Fielding</i> <i>Striking and Defending Coach/ Athletics</i>	<i>Watch and describe specific aspects of throwing</i> <i>Striking and Fielding</i> <i>Striking and Defending Coach/ Athletics</i>	Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance) <i>Striking and Fielding</i> <i>Striking and Defending Coach/ Athletics</i>	Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) <i>Striking and Fielding</i> <i>Striking and Defending Coach/ Athletics</i>	
Languages French	To introduce the new topic, Au Café Develop a wider vocabulary. Read some key vocabulary. Investigate aspects of lifestyle in selected country, e.g. food or leisure activities.	To revise the new vocabulary from last week and start the presentation of foods that may be ordered for breakfast at a French café Read familiar words and join in with non-fiction texts. Recognise some familiar words in written form.	To revise the new vocabulary from last week and to now integrate the food and drinks together as a café role play. To write familiar words and simple phrases from a model.	To complete a class survey. To use <i>qu'est-ce tu prends pour le petit déjeuner?</i> To use <i>je prends</i> to answer. <i>Ask and answer simple questions with correct intonation.</i> Speak clearly and confidently. Express an opinion.	To consolidate the language for ordering a breakfast in French and introduce the extra vocabulary for other types of snacks available at a French café <i>Engage in conversations; ask and answer questions; express opinions and respond to those of others, seek clarification and help.</i>	End of unit block assessment.	Revisit colours <i>Develop a wider vocabulary</i> <i>Copy accurately in writing some key words or phrases.</i>
R.E.	Who was Jesus?	What does the story of Jesus at 12 tell Christians about Jesus?	What do the stories of Jesus' temptations tell Christians about him?	Why did Jesus need disciples?	What did Jesus teach using parables?	What do the miracle stories teach Christians about Jesus?	What do Christians believe about Jesus?
PSHE	<b>Achievements</b> L25. to recognise positive things about themselves and their achievements; set	<b>Goals</b> H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of	<b>Always Learning</b> H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of	<b>Jobs and Skills</b> L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one	<b>No Limit!</b> L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	<b>When I Grow Up</b> H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	

	<p>goals to help achieve personal outcomes</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>I can identify achievements and suggest how my actions can help me to achieve.</p>	<p>self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>I can identify personal goals and suggest actions that I can take to achieve them.</p>	<p>self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes I can explain how a positive learning attitude can help me to learn new things</p>	<p>career/type of job during their life L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation I can identify the skills and attributes needed to do certain jobs.</p>	<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them I understand that we should all have equal opportunities to follow our career ambitions.</p>	<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) I can discuss what job I might like to do when I grow up and what skills I will need to achieve this</p>	
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