

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | |
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| English | Non-chronological reports | Non-chronological reports | Non-chronological reports | Recount | Recount | Performance Poetry | |
| Mathematics | Addition and Subtraction | Addition and Subtraction | Multiplication and division | Multiplication and division | Fractions | Fractions | |
| Science Forces and Magnets | <p>Pushes and Pulls</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p><i>comparing how different things move and grouping them;</i></p> | <p>Faster and slower</p> <p>Compare how things move on different surfaces</p> <p><i>raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; Decide how to carry out an enquiry Plan and carry out simple practical enquiries, comparative and fair tests relevant to the questions or ideas they are investigating, with support. Take measurements Use a range of equipment for measuring and observing, Record data Gather and present evidence and data using simple tables to help in answering questions.</i></p> | <p>Scrap yard challenge</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p><i>sorting materials into those that are magnetic and those that are not</i></p> <p><i>Record data Gather and present evidence and data through tables</i></p> | <p>Magnet Strength</p> <p>Exploring the strengths of different magnets and finding a fair way to compare them;</p> <p><i>Make predictions Use straightforward scientific evidence to make predictions. With support, use results, observations or own experience Decide how to carry out an enquiry Plan and carry out simple practical enquires, comparative and fair tests relevant to the questions or ideas they are investigating, with support. Record data Draw conclusions</i></p> | <p>Magnetic Poles</p> <p><i>Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing</i></p> <p><i>Exploring how magnetic properties are useful in everyday items and suggesting creative uses for different magnets. Make predictions Plan and carry out simple practical enquires,</i></p> | <p>Marvellous Magnets</p> <p>Exploring how magnetic properties are useful in everyday items and suggesting creative uses for different magnets</p> <p><i>Review and apply skills and knowledge gained during the topic and apply this to a design task</i></p> | Assessment |

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| | | <p>Present data</p> <p>Report on findings</p> <p>Record findings</p> <p>Answer questions using data</p> <p>Draw conclusions</p> <p>Evaluate their enquiry</p> <p>Use results of enquiries to consider whether they meet predictions and explain why.</p> | | | | | |
| Computing | <p>E – safety</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Cyberbullying</p> | <p>E – safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Super Searchers</p> | <p>E – safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Copycats</p> | <p>E – safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Too much information</p> | <p>E – safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>The Online Community</p> | <p>E – safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Cyber Super heroes</p> | |
| Geography | | | | | <p>The UK – Countries and Cities - name and locate countries and cities of the United Kingdom.</p> <p>To compare the different countries of the UK. To identify where I live in the UK and locate the UK's major cities.</p> | <p>Rivers and Seas - name and locate key topographical features, coasts and rivers.</p> <p>Physical characteristics of the UK.</p> | |
| History | <p>To study the archaeological evidence at Sutton Hoo to ask and answer questions. Understand that the knowledge of the past is constructed from a variety of sources.</p> <p>Put events, people and places and artefacts on a timeline</p> | <p>To find out who the AngloSaxons were and where they came from. Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> | <p>To be able to use various historical sources to find out about Anglo-Saxon life. Suggest where we might find answers to questions considering a range of sources</p> | <p>To explore Anglo-Saxon culture including art, music, legends and poetry.</p> <p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> | | | |

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| | | Put events, people and places and artefacts on a timeline | | | | | |
| Art and Design | <i>To experiment with different tones using graded pencils.</i> Creating shade and tone on pre-drawn objects. | To use tracing. Using tracing paper to trace objects. | <i>To develop shadows.</i> Drawing around shadows created by objects. | | | | |
| DT | | | | To use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. <i>Food prep skills</i> | Produce detailed lists of tools, equipment and materials that they need. Making lists to prepare for cooking session. | To follow a recipe. Cooking using individual recipes | To identify the strengths and weaknesses of their ideas and products. Evaluation of cooking and recipe. |
| P.E. | <i>To play competitive games.</i> Net & Wall Badminton Striking & fielding Arc rounders | <i>play competitive games,</i> Net & Wall Badminton Striking & fielding Arc rounders | <i>Practise skills in isolation and combination</i> Net & Wall Badminton Striking & fielding Arc rounders | <i>Work well as a team in competitive games</i> Net & Wall Badminton Striking & fielding Arc rounders | <i>Apply basic principles of attacking and defending</i> Net & Wall Badminton Striking & fielding Arc rounders | <i>Develop an understanding of fair play</i> Net & Wall Badminton Striking & fielding Arc rounders | <i>Develop an understanding of fair play</i> Net & Wall Badminton Striking & fielding Arc rounders |
| Languages French | Je Me Presente - To introduce French as a subject and France as a country. Introduce the numbers 1-10 <i>Recognise the numbers 1 - 10</i> | Je Me Presente - To learn how to say your name and ask somebody their name in French. To consolidate numbers 1-10 and introduce numbers 11-20 <i>Understand the</i> | Je Me Presente - To revise and consolidate numbers 1-20 with the introduction of the new target question quel âge as tu? <i>Develop accurate pronunciation and</i> | Je Me Presente - Introduce a new question où habites-tu? and answer with j'habite... <i>Develop accurate pronunciation and intonation so that</i> | Je Me Presente - Revising all previous knowledge including the language regarding nationality in | Je Me Presente - End of Unit Block Assessment. | |

