

	Week 1	Week 2	Week 3	Week 4	Week 5
English	Explanatory Texts	Explanatory Texts	Explanatory Texts	Shape Poems	Shape Poems
Mathematics	Decimals	Decimals	Money	Money	Time
Science	<p><i>Review and assess</i> <i>Explain that you need light to see things, and that dark is the absence of light</i></p> <p><i>Investigate which surfaces reflect light</i></p> <p>To recognise that we need light in order to see things and that dark is the absence of light by taking part in a 'feely bag' investigation</p> <p>To notice that light is reflected from surfaces. Sort reflective materials.</p>	<p><i>Use a mirror to reflect light and explain how mirrors works.</i></p> <p>To notice that light is reflected from surfaces by playing mirror games.</p>	<p><i>Investigate which materials block light to form shadows</i></p> <p>To recognise that shadows are formed when the light from a light source is blocked by a solid object by investigating the best material for curtains for a baby's bedroom.</p>	<p><i>Find patterns when investigating how shadows change size</i></p> <p>Carry out simple practical enquires relevant to the questions or ideas they are investigating, with support. Take simple, accurate measurements or observations To find patterns in the way that the size of shadows changes by investigating what happens when you change the distance between the object and the light source.</p>	<p><i>Know that light from the sun can be dangerous and that there are ways we can protect our eyes</i></p> <p>To recognise that light from the sun can be dangerous and that there are ways to protect our eyes by designing and advertising a pair of sunglasses or a sun hat.</p>

<p><b>Computing</b></p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> <li>To buy or not to buy</li> </ul>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating passwords and using privacy settings.</p> <ul style="list-style-type: none"> <li>Keeping it safe</li> </ul>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of sending and receiving emails safely.</p> <ul style="list-style-type: none"> <li>To safely send and receive emails</li> </ul>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of exploring the different ways we communicate online.</p> <ul style="list-style-type: none"> <li>To explore different ways children can communicate online.</li> </ul>	<p>To consolidate knowledge of uses of information technology beyond school.</p> <p>To use knowledge about online safety to plan a party online</p>
<p><b>Geography</b> <b>Oddizzi</b></p>		<p>To explore the Local Area</p> <p>To locate the local area on an aerial image in relation to other places around it</p> <ul style="list-style-type: none"> <li>To use an aerial image to describe the key physical and human features of the area</li> <li>To use geographical language to describe places at different scales</li> </ul>		<p>To explore what is a special feature of my Local Area</p> <p>To describe the distinctive human and physical features of the local area</p> <ul style="list-style-type: none"> <li>To compare different perspectives on the local area</li> <li>To develop enquiry questions about change in the local area</li> </ul>	
<p><b>History</b> <b>Vikings</b></p>	<p>To explore the Viking invasion.</p> <p>To order a time line of events for the Viking struggle for</p>		<p>To explore the Viking Long Ships.</p> <p>Identify and give reasons for</p>		<p>To investigate Viking Life (daily life).</p>

	<p>the Kingdom of England.</p> <p>Put events, people, places and artefacts on a timeline.</p>		<p>historical events, situations and changes.</p>		<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p>
Art and Design	<p>Consider the work of other artists.</p> <p>Research and look at the work of Andy Warhol</p>		<p>Use the work of artists to replicate ideas or inspire own work</p> <p>Create chalk Andy Warhol images of the Queen</p>		<p>Use the work of artists to replicate ideas or inspire own work</p> <p>Create chalk Andy Warhol images of the Queen</p>
DT		<p>Gather information about the needs and wants of particular individuals and groups.</p> <p>Research designs.</p> <p>Research lightboxes</p>		<p>Understand how simple electrical circuits and components can be used to create functional products.</p> <p>Creating and exploring circuits.</p>	
French	<p>La famille</p> <p>To learn how to say the various nouns for family members in French.</p> <p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Identify common nouns.</p>	<p>La famille</p> <p>To continue and consolidate the nouns and definite articles/determiners for members of the family in French and to learn how to use the possessive adjective 'my' in French with increasing accuracy and understanding.</p> <p>Read carefully and show understanding of words and</p>	<p>La famille</p> <p>To introduce the language required to ask and answer the target question: As-tu des frères et sœurs? (Do you have any brothers or sisters?)</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others;</p>	<p>La famille</p> <p>To be able to introduce their family members by being able to say what their names are. This will involve moving from 1st person singular, je m'appelle to 3rd person singular, [il/elle] s'appelle.</p> <p>Develop accurate pronunciation and intonation so that</p>	<p>La famille</p> <p>Assessment</p>

		phrases and simple writing,	seek clarification and help.	others understand when they are reading aloud or using familiar words and phrases.	
R.E.	What do Hindus believe about God? Can one be many?	What do Hindus believe about God? What is the Trimurti?	What do Hindus believe about God? Why is Ganesh special to Hindus?	What do Hindus believe about God? What more can we find out about Hindu deities?	What do Hindus believe about God? Can you believe if you don't see?
PHSE	Happy Minds, Happy People Healthy Lifestyle- positive attitude good for mental health	Thoughts and Feelings To recognise and manage positive and negative thoughts effectively.	Changes To recognise some changes can be difficult but that there are things we can do to cope,	Keep Calm and Relax - mindfulness techniques to stay calm.	You're the Boss To identify uncomfortable emotions and manage them successfully.
P.E	<i>To play competitive games, modified where appropriate</i> Striking & Fielding Zone cricket <i>To play competitive games, modified where appropriate</i> Invasion games Fives & Threes	<i>Practise skills in isolation and combination</i> Striking & Fielding Zone cricket <i>Practise skills in isolation and combination</i> Invasion games Fives & Threes	<i>Work well as a team in competitive games</i> Striking & Fielding Zone cricket <i>Work well as a team in competitive games</i> Invasion games Fives & Threes	<i>Apply basic principles of attacking and defending</i> Striking & Fielding Zone cricket <i>Apply basic principles of attacking and defending</i> Invasion games Fives & Threes	<i>Develop an understanding of fair play (respect team-</i> Striking & Fielding Zone cricket <i>Develop an understanding of fair play (respect team-</i> Invasion games Fives & Threes
MUSIC	To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Recorders	To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Recorders	To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Recorders	To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Recorders	To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Recorders

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