

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Myths and Legends	Myths and Legends	Myths and Legends	Myths and Legends	Haiku Poetry	Haiku Poetry
Mathematics	Properties of shapes	Properties of shapes	Statistics	Decimals	Decimals	Decimals
Science	<p>Parts of Plants</p> <p><i>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers by labelling the parts of a plan</i></p> <ul style="list-style-type: none"> • name the different parts of flowering plants and explain their jobs 	<p>What do plants need to grow well?</p> <p><i>To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow well.</i></p> <ul style="list-style-type: none"> • set up an investigation to find out what plants need to grow well 	<p>What have you found out?</p> <p><i>To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables by observing and recording plant growth.</i></p> <ul style="list-style-type: none"> • record observations. report on findings from enquiries, including oral and written explanations and presentations of results and conclusions by presenting findings to the class. • present the results of my 	<p>Moving Water</p> <p><i>To investigate the way in which water is transported within plants by observing the transport of food colouring through a flower stem.</i></p> <ul style="list-style-type: none"> • investigate how water is transported in plants 	<p>Fantastic Flowers</p> <p><i>, To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding pollination and fertilisation.</i></p> <ul style="list-style-type: none"> • name the different parts of a flower and explain their role in pollination and fertilisation. 	<p>Life Cycle</p> <p><i>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by ordering and describing the stages of the life cycle of a flowering plant.</i></p> <ul style="list-style-type: none"> • understand and order the stages of the life cycle of a flowering plant.

			<i>investigation using scientific language</i>			
Computing	Graphics - Pupils learn how to take, adapt or create images to enhance and further develop their work. Drawing and Desktop Publishing	Graphics - Pupils learn how to take, adapt or create images to enhance and further develop their work.	Graphics - Pupils learn how to take, adapt or create images to enhance and further develop their work.	Graphics - Pupils learn how to take, adapt or create images to enhance and further develop their work.	Graphics - Pupils learn how to take, adapt or create images to enhance and further develop their work.	Graphics - Pupils learn how to take, adapt or create images to enhance and further develop their work.
Geography Oddizzi	To explore what is a special feature of my Local Area To describe the distinctive human and physical features of the local area <ul style="list-style-type: none"> • To compare different perspectives on the local area • To develop enquiry questions about change in the local area 		To investigate our Local Area. To describe the distinctive human and physical features of the local area <ul style="list-style-type: none"> • To compare different perspectives on the local area • To develop enquiry questions 		To create a sketch map of the local area for the route to school. Mapping Opportunities.	
History Vikings		To investigate Viking Life (daily life). Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance		To investigate Viking Gods. Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance		To learn about the last Anglo Saxon King. Identify and begin to describe historically significant people and events in situations.

Art and Design		<i>Use the work of artists to replicate ideas or inspire own work</i> Children to paint images of the Queen onto acetate.		<i>Use the work of artists to replicate ideas or inspire own work</i> Children to use tissue to create collages of the Queen on acetate.		<i>Use the work of artists to replicate ideas or inspire own work</i> Children to create their own Any Warhol self portrait.
DT	Use annotated sketches, cross-sectional drawings and diagrams. Creating a design for a lightbox.		Measure, mark out, cut and shape materials and components with some accuracy. Assemble, join and combine materials with some accuracy. Building a lightbox		Identify the strengths and weaknesses of their ideas and products. Evaluation	
Languages French	Recap our family unit. Describe people orally and in writing. Research additional vocabulary using a dictionary, speak clearly and confidently.		Assessment on the family Unit.	Revisit colours in French. Develop a wider vocabulary. Ask and answer simple questions with correct intonation.	Recognise numbers. Recap numbers 1 - 20 Recap number patterns beyond 20	
R.E.	What do Hindus believe about God? Trip to Hindu temple	What do Hindus believe about God? What is karma?	What do Hindus believe about God? Is ahimsa important?	What do Hindus believe about God? What do Hindus believe happens after you die?	What do Hindus believe about God? So, how do Hindu beliefs affect actions?	What do Hindus believe about God? So, how do Hindu beliefs affect actions
PHSE	Thoughts and Feelings	Changes	Changes	Keep Calm and Relax - mindfulness	Keep Calm and Relax -	You're the Boss

	To recognise and manage positive and negative thoughts effectively.	To recognise some changes can be difficult but that there are things we can do to cope,	To recognise some changes can be difficult but that there are things we can do to cope,	techniques to stay calm.	mindfulness techniques to stay calm.	To identify uncomfortable emotions and manage them successfully.
P.E	<i>take part in outdoor and adventurous activity challenges both individually and within a team</i> Safely across and beat the clock NUFC Coach	<i>Oriente simple maps and plans</i> Safely across and beat the clock NUFC Coach	<i>Mark control points in correct position on map or plan</i> Safely across and beat the clock NUFC Coach	<i>Find way back to a base point</i> Safely across and beat the clock NUFC Coach	<i>Co-operate and share roles within a group</i> <i>Listen to each other's ideas when planning a task and adapt</i> Safely across and beat the clock NUFC Coach	<i>Select appropriate equipment/route/people to solve a problem successfully</i> Safely across and beat the clock NUFC Coach
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	