

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| English | Berlie Doherty – Street Child Informal Letters | Berlie Doherty – Street Child Informal Letters | Berlie Doherty – Street Child Informal Letters | Berlie Doherty – Street Child Non- Chronological reports | Berlie Doherty – Street Child Non- Chronological reports | Berlie Doherty – Street Child Non- Chronological reports |
| Mathematics | Fractions Multiplication and Division | Converting measures Fractions | Ratio Fractions/Ratio | Ratio Ratio | Algebra Algebra | Algebra Decimals |
| Science | Forces How can we slow down falling objects? Why is it harder to move through water? | Forces What are force multipliers? Assessment | Earth and Space What is the sun? What are planets? | Earth and Space What is our solar system like? Why do we have day and night? | Earth and Space Why do we have seasons? | Earth and Space What are the phases of the moon? Isn't space amazing? |
| Computing | Internet safety How do I create a positive online reputation? | Search Engines What is a search engine? | Search Engines What can I do to check the validity of a website? | Search Engines How can I search effectively? | Search Engines How can I create an information poster? | Search Engines How do search engines work? |
| Geography | | UK How are the countries of the UK similar and different? | | UK Where are the UK's major cities on a map? | | UK What are the physical characteristics of the UK? |
| History | Children in Victorian Britain When was the Victorian Period? | | Children in Victorian Britain What was life like for the poor children in Victorian Britain? | | Children in Victorian Britain What changes took place for poor children in the 19 th Century? | |
| Design Technology | | Electrical systems: steady hand game | | Electrical systems: steady hand game | | Electrical systems: steady hand game |

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| | | Can pupils research and analyse a range of children's toys? | | Can they design a steady hand game? | | Can they construct a stable base? |
| Art | Photography Can the pupils create a photomontage? | | Photography Can the pupils use text and pictures to create a photo poster? | | Photography Can the pupils create abstract images using photography? | |
| P.E. | Invasion games Wide attack (QCA) Swimming - Morpurgo NUFC Coach: Morpurgo & Shakespeare | Invasion games Wide attack (QCA) Swimming - Morpurgo NUFC Coach: Morpurgo & Shakespeare | Invasion games Wide attack (QCA) Swimming - Morpurgo NUFC Coach: Morpurgo & Shakespeare | Invasion games Wide attack (QCA) Swimming - Morpurgo NUFC Coach: Morpurgo & Shakespeare | Invasion games Wide attack (QCA) Swimming - Morpurgo NUFC Coach: Morpurgo & Shakespeare | Invasion games Wide attack (QCA) Swimming - Morpurgo NUFC Coach: Morpurgo & Shakespeare |
| Music | Composers What/who are DJ's and producers? Knowledge, listen and appraise. | | English Model Music Curriculum –Creative composition How Does Music Improve Our World? Step 1 – Disco Fever (Part 1) | | English Model Music Curriculum –Creative composition How Does Music Improve Our World? Step 2 – Disco Fever (Part 2) | |
| Languages French | | Clothes (I) Can children learn ten new nouns and articles for items of clothing? | | The Date (I) Can children learn the next eleven nouns and articles for items of clothing? | | The Date (I) Can children use the verb structure 'I wear' - je porte? |
| R.E. | What do Christians believe about God? How might Christians use metaphor to understand God? | What do Christians believe about God? What do Christians believe about God as a creator? | What do Christians believe about God? How do Bible metaphors show God as protecting and saving? | What do Christians believe about God? How do Bible metaphors show God's power? | What do Christians believe about God? How do Bible metaphors show God's authority? | What do Christians believe about God? How do Christians believe in three in one? |
| PSHE | Respecting Rights – Digital wellbeing | Respecting Rights – Digital wellbeing | Respecting Rights – Digital wellbeing How can I develop safe, happy and | Respecting Rights – Digital wellbeing How can I use social media responsibly to | Respecting Rights – Digital wellbeing What is online bullying? How can we stop it? | Respecting Rights – Digital wellbeing |

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| | What are the benefits of the internet? How do I look after myself? | How can I stay safe, happy and healthy online? | healthy relationships online? | protect the health, wellbeing and rights of all? | | How can I assess the reliability of information online? |
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