	1	2	3	4	5	6	7	
	2.6.24 - 6.6.24	9.6.24 - 13.6.24	16.6.24 - 20.6.24	23.6.24 - 27.6.24	30.6.24 - 4.7.24	7.7.23 - 11.7.23	14.7.23-18.7.23	
		Science afternoon and TRIP	Sports day	Back up sports day	Transition day			
Maths	Hours and minutes - start and	Compare angles	Recognise and describe 2D	Interpret pictograms (2)	Simple two-way tables .	To use known facts to become more	Assessment paper (arithmetic)	
	end times	Measure and draw accurately	shapes	Draw pictograms	Create your own bar chart and pictogram.	fluent in the 8 times table.	Assessment paper (reasoning)	
	Hours and minutes- durations	Horizontal and vertical	Recognise and describe 3D	Interpret bar charts (1)	End of unit check	To use known facts to become more	Strengthening and deepening	
	End of unit check	Parallel and perpendicular	shapes	Interpret bar charts (2)	To use known facts to become more	fluent in the 9 times table.	activities. Times table, division	
	Unit 14 - Angles and properties		Make 3D shapes	Collect and represent data in a	fluent in the 6 times table.	To use known facts to become more	and time focus.	
	of shape		End of Unit check	bar chart.	To use known facts to become more	fluent in the 11 times table. To use		
	Turns and angles		Unit 15 - Statistics		fluent in the 7 times table.	known facts to become more fluent		
	Right angles in shapes		Interpret pictograms (1)			in the 12 times table.		
English /	English- Jim, A Cautionary Tale b	by Hilaire Belloc		English- The Day I Swapped my dad for Two Goldfish by Neil Gaiman				
Reading	Literary Theme: Confidence & cau	ition		Literary Theme: Confidence & caution				
	Outcomes: Warning poster, warning	ng announcement, alternative ending, p	erformance poetry, letter of apolog	Outcomes: Thought bubbles, missing scenes, diary entries Main outcome: Own version narratives Vocabulary, Grammar & Punctuation				
	Main outcome: Narrative poem cau	utionary tale						
	Vocabulary, Grammar & Punctuation	on						
	· Expressing time, place and cause using conjunctions and adverbs [if and then]				• Extending sentences with more than one clause by using conjunctions, including when, if, because, although			
	· Relative clauses beginning with w	Relative clauses beginning with who, whose, which or that.				ons to express time and cause	-	
	· Use fronted adverbials for time	, place and manner, e.g. later that day.			· Using fronted adverbials			
	· Choose nouns or pronouns approp	priately for clarity and cohesion and to	avoid repetition		<ul> <li>using commas after fronted adverbials</li> </ul>			
	Writing (Composition)	,	•		· Indicating possession by using the possess	sive apostrophe with plural nouns, using, a	and punctuating direct speech	
		at they are planning to write, to unders	tand and learn from its structure.	vocabulary and arammar	Writing Transcription (Spelling and Handwriting)			
	· Discussing and recording ideas	, , , ,	· · · · · · · · · · · · · · · · · · ·	,	Use further prefixes and suffixes and understand how to add them.			
	Draft and write by:						ple airls 'boys'l and in words with	
	• In narratives, creating settings,	characters and plot			· Place the possessive apostrophe accurately in words with regular plurals [for example, girls,' boys'] and in words with irregular plurals [for example, children's].			
	Evaluate and edit by:				• Use the first two or three letters of a word to check its spelling in a dictionary.			
	• Assessing the effectiveness of their own and others' writing and suggesting improvements				Writing (Composition)			
		to a group or the whole class, using ap		<ul> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure,</li> </ul>				
	and controlling the tone and volum		propriate intollation	vocabulary, and grammar.				
	and controlling the tone and volum	le so that the meaning is creat			Discussing and recording ideas.			
	Reading - A Necklace of Raindrops	s by Toan Aikan			• In narratives, creating settings, characters and plot.			
	Vocabulary explicitly taught	S by Journ Aiken			Assessing the effectiveness of their own and others' writing and suggesting improvements.			
		1_			Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.			
	Non-fiction and poetry links made     For use in guided or whole class reading						accurate use of pronouns.	
					Proof-read for spelling and punctuation errors.     Reading aloud their own writing.			
	National Curriculum comprehensio			Reading aloud Their own writing.				
		reading and understanding of what the		5 1 5 1 1	William The Co			
		e range of fiction, poetry, plays, non-fi		OOOKS	Reading comprehension - Fortunately, the	Milk by Neil Gaiman		
	reading books that are structured in different ways and reading for a range of purposes     increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally     identifying themes and conventions in a wide range of books				Vocabulary explicitly taught			
					Non-fiction and poetry links made     For use in guided or whole class reading			
		at capture the reader's interest and in			National Curriculum comprehension coverage Iistening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			
		tanding of what they read, in books the						
		nse to them, discussing their understo	inding and explaining the meaning o	using dictionaries to check the meaning of words that they have read     identifying themes and conventions in a wide range of books				
	· asking questions to improve their							
		acters' feelings, thoughts and motives	from their actions, and justifying i	nferences with evidence	<ul> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>Understand what they read, in books they can read independently, by:</li> </ul>			
	• predicting what might happen fr							
		m more than one paragraph and summo		· checking that the text makes sense to them, discussing their understanding and explaining the meaning of words.				
		ure, and presentation contribute to me	aning		<ul> <li>drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>			
	Participate in discussion about bot	th books.						
					<ul> <li>identifying how language, structure, and p</li> </ul>	resentation contribute to meaning		
					· participate in discussion about books			
Science	How is water transported in	Science with parents- Forces.	N/A - Sports day	How do plants change over time?	N/A - Transition Day	What colour flowers do pollinating	Different types of soil	
Plants	plants?			LI: I can investigate how a plant		insects prefer?	LI: I know why some soils are	
	I To T was borness on a 10	To understand that force, like		changes over time.		LI: I know why insects prefer	more permeable than others.	
	LI: I can investigate the way in	magnetism, can act even when				certain flowers and the life cycle of		
	which water is transported	objects aren't touching. This		SC: By the end of the lesson,		a plant.	SC: By the end of the session	
	within plants by observing the	experience makes the invisible		students will be able to identify a		·	students will understand that	
	transport of food colouring	concept of force more concrete,		wildflower and label the parts of		SC: By the end of the lesson,	different soil types can absorb	
	through a flower stem.	showing them that magnets can		the plant observing how the plant		students will understand why	more water than others and how	
		pull or push through materials.		changes overtime.		pollinating insects are attracted to	this can impact different plants.	
	SC: By the end of the lesson	r = o. pas., oagii marci idis.		5.14.1 <u>9</u> 55 6761 11116.		flowers and why they prefer certain	oan impact an for our plants.	
	students will be able to explain					flowers more. They will also be able		
	the function of the stem,			Key question: How do plants		to map out a lifecycle of a plant.	Key question: Are certain soils	
	understand how water is			change overtime? Why do plants		To map out a mecycle of a plant.	more permeable than others?	
	transported in a plant, set up a			have flowers?			·	
	comparative investigation,			I	1	l		

	suggest ways to find answers, make a prediction and a conclusion.  Key question: How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals?  FROGS  Vocabulary: Transport, stem, evaporate, compare, temperature, leaves, flower, observe, photosynthesis, prediction, conclusion, chlorophyll			FROGS  Vocabulary: Wildflower, stem, leaves, petals, pollen, flower, observe, prediction, conclusion, description, wilt, wither, droop.		Key question: Why do plants have flowers?  FROGS  Vocabulary: nutrients, nectar, pollen, attract, sugar, material, texture, colour, transportation.	FROGS  Vocabulary: Permeable, impermeable, absorb, soil, organic material, pass through, mixture, rock,
Торіс	History- Mummies LT: I can understand and explain the ancient Egyptian ritual of mummification. SC: By the end of the lesson, students will be able to explain what a tomb is and what the paintings tell us. They will be able to describe how a body was prepared for burial and why it was important to preserve the body alongside what was needed to enter the afterlife.  Key question: Why were Ancient Egyptians mummified and how?  Vocabulary: Mummification, soul, spirit, river Nile, purified, organs, internal, canopic, natron, sarcophagus, burial chamber, embalming	N/A - Trip	History- famous rulers LT: I can understand how evidence can give us different answers about the past. SC: By the end of the session, students will be able to name some of the pharaohs from Ancient Egypt and facts about them. They will also be able to understand the meaning of symbols associated with the pharaohs.  Key Question: Who were the Ancient Egyptian pharaohs?  Vocabulary: Pharaohs, symbols, associated, pyramid, conquered, ankh, scarab, cartouche, crook &flail, amulets, chariots.	Geography- How Can We Protect Places from Weathering?  LI I can think of ways to protect buildings and surfaces from weathering.  SC: I can say why some places need to be protected from weathering. I can suggest how we could help protect parts of our school.  Fieldwork Activity: Walk around school identifying at-risk areas (e.g. crumbling brickwork, slippery mossy steps, flaking paint).  Use a "Weathering Risk Checklist" to rate surfaces as: Low, Medium or High Risk. Back in class, pupils choose one area and design a protection plan, Key Question: How Can We Protect Places from Weathering?  Vocabulary: weathering, mechanical, biological, chemical, risk, protect,	History: Pyramids and artefacts LI: I can explain that there are different types of pyramids and why/how they were built.  Sc: By the end of the lesson, students will understand that there were different types of pyramids and why and how they were built. They will explore why most tombs and pyramids were robbed of their treasures and artifacts.  Key Question: Why did the Ancient Egyptians build the pyramids?  Vocabulary: Pyramids, Pharaohs, artefacts, structures, bent, step, Khafre, preserve, chambers, possessions, passages, labourers.	Geography- Weathering Trail with Grid References  (Fieldwork Focus: Using grid references to map weathering examples around the school.  LI: I can use simple grid references and compass points to locate, describe and record examples of weathering.  SC: I can find and record weathering spots using grid references on a map. I can explain the type of weathering at each grid location. I can use my map to help others find the weathering examples. I can use compass directions (North, South, East, West) to help describe locations on the grid.  Key Question: How can we use grid references to find and explain weathering in our school grounds?  Vocabulary:  Map, grid reference, weathering, mechanical, biological, chemical, risk, protect, compass, compass points, North, South, East, West	History: Egyptian Gods LI: I can compare different Egyptian gods.  SC: By the end of the lesson, students will be able to explain that the Ancient Egyptians worshiped many different gods and goddesses, whilst beginning to understand some of their differences.  Key question: Who were the Ancient Egyptian gods?  Vocabulary: Gods, Goddess, worship, River Nile, Human-like, features, figures, protection,
DT	N/A - sports day practice	N/A Trip	To create frame structures To understand that structures are strong if they are rigid (truss) and understanding they can be made stronger by adding a strut or a jointing plate. Building finger fluency by creating a photo frame using triangle frames and joining plates.	DT Guided design. Designing a truss bridge and creating sketches of our bridge. Thinking about what will work well and what may need to be done differently. Building our designs in groups - all students to create triangle frames to build finger fluency. Evaluating our bridge what could we do differently?	N/A Transition Day	DT creating knowledge to design Design challenge Using our bridge a box car including pictures, diagrams and joining plates	N/A - assessments
RE What does it mean to live a good life?	NA - sports day practice	N/A - Science afternoon	N/A - Sports day	A Jewish Worldview 1 What is Judaism Looking at Jewish texts and what it means to live a good life Analyse texts	A Jewish Worldview 2 Explore ways in which Jewish people live out the teachings from last week's text. Record this in some way connecting actions to beliefs	A Christian Worldview 1 Looking at Christian texts and what it means to live a good life. Analyse texts	A Muslim Worldview Looking at Islamic texts and what it means to live a good life. Analyse texts and how they live out these teachings.

Programming B – events and actions	Moving a Sprite LI: I can explain how a sprite moves in an existing project.  SC: I can explain the relationship between an event and an action. I can choose which keys to use for actions and explain my choices. I can identify a way to improve a program.  Vocabulary: Sprite, code, sequence, blocks, event, movement, action, program	Maze movement LI: I can create a program to move a sprite in four directions.  SC: I can choose a character for my project. I can choose a suitable size for a character in a maze. I can program movement.  Vocabulary: program, direction, project, degrees, size, angle, movement.	Drawing lines LI: I can adapt a program to a new context.  SC: I can use a programming extension. I can consider the real world when making design choices. I can choose blocks to set up my program.  Vocabulary: program, sprite, adapt, event, sequence,	Adding features LI: I can develop my program by adding features.  SC: I can identify additional features (from a given set of blocks). I can choose suitable keys to turn on additional features. I can build more sequences of commands to make my design work.  Vocabulary: Sprite, code, sequence, blocks, event, movement, action, program, commands	Debugging movement LI: I can identify and fix bugs in a program. SC: I can test a program against a given design. I can match a piece of code to an outcome. I can modify a program using a design.  Vocabulary: bug, debug, fix, problem, resolve, program, modify.	Making a project LI: I can design and create a maze- based challenge.  SC: I can make design choices and justify them. I can implement my design. I can evaluate my project.  Vocabulary: bug, debug, fix, problem, resolve, program, modify, sprite, code, sequence, blocks, event, movement, action, program, commands.	N/A - assessments
PSHE	Changing me - Understand that everyone is unique and special. LI: I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby.  Social and emotional development I can express how I feel when I see babies or baby animals  Vocabulary: Male, Female, Changes, Birth, Animals, Babies, Mother, Growing up	Changing me - Can express how they feel when change happens.  LI: I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow.  Social and emotional development I can express how I might feel if I had a new baby in my family.  Vocabulary: Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care	Changing me- Understand and respect the changes that they see in themselves  LI: I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies  I can identify how boys' and girls' bodies change on the outside during this growing up process  Social and emotional development  I recognise how I feel about these changes happening to me and know how to cope with those feelings  Vocabulary: Change, Puberty, Control, Breasts	Changing me- Understand and respect the changes that they see in other people  LI: I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.  Social and emotional development I recognise how I feel about these changes happening to me and know how to cope with these feelings  Vocabulary: Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/Ova, Womb/Uterus, Vagina	Changing me- Know who to ask for help if they are worried about change.  LI: I can start to recognise stereotypical ideas I might have about parenting and family roles.  Social and emotional development I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.  Vocabulary: Stereotypes, Task, Roles, Challenge	Changing me - Are looking forward to change.  LI: I can identify what I am looking forward to when I move to my next class  Social and emotional development I can start to think about changes I will make next year and know how to go about this.  Vocabulary: Change, Looking forward, Excited, Nervous, Anxious, Happy	N/A - assessments
PE Athletics	Cricket with Synergy	Cricket with Synergy	Cricket with Synergy	Cricket with Synergy	Cricket with Synergy	Cricket with Synergy	Cricket with Synergy