

	1 20.4.26 - 24.4.26	2 27.4.26 – 1.5.26	3 5.5.26 – 8.5.26 Bank holiday 4th	4 11.5.26 – 15.5.26	5 18.5.26 – 22.5.26	NEXT
Maths	Textbook C Unit 11 - fractions 2 Add fractions Subtract fractions Partition the whole Problem solving - + & - Unit fraction of objects	Non- unit fractions of a set of objects Reason with fraction of an amount Problem solving - fraction of measures. End of unit check Unit 12 - Money Pounds and pence	Convert pounds and pence Add money Subtract money Find change End of unit check	Unit 13 - Time Roman numerals to 12 Tell the time to 5 minutes Tell the time to the minute Read time on a digital clock	Use AM and PM Years, months, and days Days and hours Hours and minutes - start and end times Hours and minutes- durations	
English / Reading	<p>English - The Mysteries of Harris Burdick Chris Van Allsburg Literary Theme: From mystery to discovery Outcomes: Setting description, short first-person narrative, dialogue Main outcome: Extended fantasy narrative Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech <p>Reading Comprehension - Mr Penguin and the Lost Treasure Alex T. Smith</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their 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 discussing words and phrases that capture the reader's interest and imagination checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 			<p>English - How to Live Forever by Colin Thompson Literary Theme: From mystery to discovery Outcomes: Lost posters, dialogue, setting and character descriptions, instructions, letters of warning Main outcome: prequel Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of inverted commas and other punctuation to indicate direct speech <p>Reading Comprehension - I am the Seed that Grew the Tree- Fiona Waters</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 		
Science Plants	<p>Parts of a plant LI: I can identify, locate and describe the functions of different parts of flowering plants.</p> <p>SC: By the end of the lesson students will understand that one of the flower's main jobs is to create new seeds to grow new plants and understand, name and locate the different parts of the flower that helps with this process.</p> <p>Key question: What we know? What would we like to know? How do plants reproduce?</p> <p>Labelling parts of a plants - assessment activity. Parts of a plant song</p> <p>Biology Career link: botanist/Horticulturalist Key scientist: Joseph Banks</p> <p>Book: When Plants Took Over the Planet (Dr Chris Thorogood)</p> <p>FROGS</p> <p>Vocabulary: reproduce, anther, filament, stigma, style, ovary, sepal, pollination</p>	<p>Seed dispersal LI: I can explore the part that flowers play in the life cycle of flowering plants, including seed formation and seed dispersal.</p> <p>SC: By the end of the lesson students will be able to discuss all the ways seeds are dispersed and why seed dispersal is an integral part in the life cycle of flowering plants.</p> <p>Key question: What do seeds do? Where do seeds come from? How does the space between seeds affect how well they grow?</p> <p>FROGS</p> <p>Vocabulary: reproduce, anther, filament, stigma, style, ovary, sepal, pollination, explosion, water, animals, wind, gravity, disperse (spread, scatter, distribute)</p>	Bank holiday	<p>What do plant need to grow well?</p> <p>LI: I can explore the requirements of plants for life and growth.</p> <p>SC: By the end of the lesson students will be able to set up an investigation to show what plants need to grow well and which conditions help a seed germinate faster.</p> <p>Key question: Which conditions help seeds germinate faster?</p> <p>FROGS</p> <p>Vocabulary: germinate, germination, water, nutrients from the soil, light, air, room to grow, waterlogged, carbon dioxide, oxygen, conditions</p>	<p>How is water transported in plants?</p> <p>LI: I can investigate the way in which water is transported within plants by observing the transport of food colouring through a flower stem.</p> <p>SC: By the end of the lesson students will be able to explain the function of the stem, understand how water is transported in a plant, set up a comparative investigation, suggest ways to find answers, make a prediction and a conclusion.</p> <p>Key question: How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals? What happens to celery when it is left in a glass of coloured water? How do flowers in a vase change over time?</p> <p>FROGS</p> <p>Vocabulary: Transport, stem, evaporate, compare, temperature, leaves, flower, observe, prediction, conclusion, chlorophyll</p>	
Topic	<p>Geography</p> <p>Lesson 1: What Is Weathering?</p> <p>LI: I understand what weathering is and what it does to rocks and land</p> <p>SC: I can explain in simple terms how rocks break down over time and identify what a landform is.</p>	<p>History - Ancient Egypt</p> <p>LI: I can explain when and where the Ancient Egyptians lived and use a timeline to explore key events from Ancient Egyptian times.</p> <p>SC: Find Egypt on a map and say which continent it is in. Use a timeline to put</p>	Bank Holiday	<p>Geography</p> <p>Lesson 2: Three Types of Weathering</p> <p>LI: I know what mechanical, biological and chemical weathering are.</p> <p>SC: I know the two main types of weathering and can say what causes them (e.g. water, pollution).</p>	<p>History- Why was Ancient Egypt the 'Gift of the Nile'?</p> <p>LI: I can understand the importance of the River Nile in Ancient Egypt and give examples of the natural resources provided by the Nile.</p> <p>SC: Find the River Nile on a map and say which country it flows through. Explain why the River Nile was important to the Ancient Egyptians. Name at least two natural resources the Nile provided (e.g. water, fertile soil, fish).</p>	

		key Ancient Egyptian events in the right order. Talk about when the Ancient Egyptians lived (how long ago it was). Name at least two important events or facts from Ancient Egyptian times.			Describe how the River Nile helped people live and grow food in Ancient Egypt.	
Art and DT Art deco – Aztec art	Art Deco Intro to Art Deco LI: I can explain when and why Art-deco was popular, what it was inspired by and what materials were used. SC: Match up task and presenting learning with sketching imagery and drawings	Art Deco Tamara De Lempicka LI: I can explain who Tamara De Lempicka was and replicate her work. SC: I know who Tamara De Lempicka was and use Oil pastels to recreate a painting focusing on blending and tone.	Art Deco LI: I can explain that Art-Deco was inspired by Egyptian art and Aztec patterns and use engraving like the Ancient Egyptians. SC: I can create card relief work using Art Deco shapes that tessellate then printing them.	Art Deco LI: I can explain that Art-Deco was inspired by Egyptian art and Aztec patterns and use engraving like the Ancient Egyptians. SC: I can create card relief work using Art Deco shapes that tessellate then printing them. This lesson will be the printing their tessellating shapes and exploring how to ensure our relief work can be used to create a background.	Art Deco LI: I can use different materials to create papyrus paper SC: By the end of the lesson, students will be able to demonstrate an understanding of the historical significance of papyrus paper in Ancient Egyptian culture and its relevance to art, as well as the process of making papyrus paper. History Link	
Worldview Do Christians have to believe in God as a trinity?	Do Christians have to believe in God as a trinity? LI: To understand that Christians have different beliefs about God, including the idea of the Trinity, and to explore how asking questions and reading sources like the Bible can help us learn about those beliefs. SC: By the end of the lesson, I can: explain that some Christians believe God is Trinity (Father, Son and Holy Spirit) understand that not all Christians explain or understand this in exactly the same way ask questions that help me find out about someone's beliefs know that the Bible is an important source of authority for Christians	LI: To understand that Christians believe in one God and that many describe God as a Trinity (Father, Son and Holy Spirit) SC: By the end of the lesson, I can: describe that Christians believe in one God explain that many Christians understand God as Father, Son and Holy Spirit (Trinity) recognise that Christians learn about God through the Bible ask questions about biblical texts to help me understand meaning	Bank Holiday	LI: To learn about Paul as an important early Christian and to understand how reading and asking questions about biblical texts can help us understand Christian beliefs and worldviews. SC: By the end of the lesson, I can: describe who Paul was as one of the first Christians explain that Paul helped spread Christianity in its early years recognise that Paul is an important figure in Christian history understand that the Bible is a key source of Christian beliefs	Humanism LI: To learn that the Nicene Creed is an important Christian text that explains beliefs about God as Trinity. SC: By the end of the lesson, I can: recognise that the Nicene Creed is an important text for many Christians explain that it describes God as Father, Son and Holy Spirit (Trinity) understand that Christians use key texts to guide their beliefs ask questions about the Nicene Creed to help me understand its meaning	LI: To learn that Roman Catholic Christians are the largest Christian group in the world, and to understand that they believe in God as Trinity. SC: By the end of the lesson, I can: identify that Roman Catholic Christianity is the largest Christian group in the world. Explain that Catholic Christians believe in God as Trinity (Father, Son and Holy Spirit). Describe how Catholic Christians show their beliefs through worship and traditions. LI: To learn that the Church of England is a large Christian group and that Christians in the Church of England believe in God as Trinity, showing this through their worship and traditions. SC: By the end of the lesson, I can: identify that the Church of England is a large Christian group. Explain that Church of England Christians believe in God as Trinity (Father, Son and Holy Spirit). Describe how Church of England Christians express their beliefs through worship and traditions.
Computing Programming A - Sequencing sounds	Introduction to Scratch LI: To explore a new programming environment SC: I can identify the objects in a Scratch project (sprites, backdrops) I can explain that objects in Scratch have attributes (linked to) I can recognise that commands in Scratch are represented as blocks	Programming sprites LI: To identify that commands have an outcome. SC: I can create a program following a design and understand that each sprite is controlled by the commands I choose I can predict the coding blocks used to move a sprite I can match coding blocks to their actions	Sequences LI: To explain that a program has a start. SC: I can start a program in different ways I can create a sequence of connected commands I can explain that the objects in my project will respond exactly to the code	Ordering commands LI: To recognise that a sequence of commands can have an order and change the appearance of my project SC: I can explain what a sequence is I can combine sound commands I can order notes into a sequence I can make design choices for my artwork	Making an instrument To create a project from a task description SC: I can identify and name the objects I will need for a project I can relate a task description to a design I can implement my algorithm as code	
PSHE Relationships	Know how to make friends. PSHE learning intention: I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. Social and emotional development learning intention: I can describe how taking some responsibility in my family makes me feel	Try to solve friendship problems when they occur. PSHE learning intention: I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. Social and emotional development learning intention: I know how to negotiate in conflict situations to try to find a win-win solution	Help others to feel part of a group. PSHE learning intention: I know and can use some strategies for keeping myself safe online. Social and emotional development learning intention: I know who to ask for help if I am worried or concerned about anything online	Show respect in how they treat others. PSHE learning intention: I can explain how some of the actions and work of people around the world help and influence my life. Social and emotional development learning intention: I can show an awareness of how this could affect my choices	Know how to help themselves and others when they feel upset or hurt. PSHE learning intention: I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. Social and emotional development learning intention: I can empathise with children whose lives are different to mine and appreciate what I may learn from them	
PE Athletics	Rounders	Athletics	Athletics	Athletics	Athletics	
Music	Just three notes Lesson 1: Rhythm patterns. •Recognise and read rhythm notation. •Listen to and copy rhythm patterns. •Compose rhythm patterns using rhythm notation.	Lesson 2: Just three notes. •Recognise, copy, sing and play three pitches - C-D-E. •Create and perform rhythmic patterns on pitched instruments.	Lesson 3: Keep it minimalist. •Compose and perform ostinatos using three pitches. •Structure ideas into one big piece. •Notate, read, and follow a score.	Samba with Sergio Lesson 1: Introduction to Brazilian carnival, samba, and Sérgio Mendes.	Lesson 2: Exploring beat with Magalena. Lesson 3: Learning more about Afro-Brazilian music by exploring vocal percussion.	