

	1 September 8 th – 12 th	2 September 15 th – 19 th	3 September 22 nd – 26 th	4 September/October 29 th – 3rd	5 October 6 th – 10 th	6 October 13 th – 17 th	7 October 20 th – 24 th
Maths	Unit 1 Representing and partition numbers to 100 Number line to 100 100's Representing number to 1000	Partition number to 1000 Partition number to 1000 flexibly 100s, 10s and 1s Use a number line to 1000 Estimate on a number line to 1000	Find 1, 10 and 100 more or less Compare number to 1000 Order numbers to 1000 Count in 50's End of Unit check	Unit 2 Use known number bonds Add/subtract 1s Add/subtract 10s Add/subtract 100s Spot the pattern	Add 1s across 10 Add 10s across 100 Subtract 1s across 10s Subtract 10s across 100s Make connections End of unit check	Unit 3 Add two numbers Subtract two number Add two numbers (across 10) Add two number (across 100) Subtract two numbers (across 10)	Subtract two numbers (across 100) Add a 3-digit and a 2-digit number Subtract a 2-digit and a 3-digit number Complements to 100 Estimate answers
English	Leon and the Place Between – Angela McAllister Outcomes: poster, setting descriptions, thought bubbles/dialogue. Main outcome: Own version fantasy narratives: <u>Vocabulary, Grammar & Punctuation</u> - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Using and punctuating direct speech - 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) Reading comprehension The Lost Spells – Robert MacFarlane and Jackie Morris <u>Develop positive attitudes to reading and understanding of what they read by:</u> - 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 - Discussing words and phrases that capture the reader's interest and imagination - 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. - Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action - Recognising some different forms of poetry [for example, acrostic poetry] - 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			The Heart and the Bottle – Oliver Jeffers Outcomes: Dialogue, character description, diary entry, poetry Main outcome: Own version 'dilemma' narrative <u>Vocabulary, Grammar & Punctuation</u> - Use of the present perfect form of verbs instead of the simple past - Word families based on common words, showing how words are related in form and meaning - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], - Using commas after fronted adverbials - Using and punctuating direct speech Arthur and the Golden Rope– Joe Todd Stanton - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - 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 - 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	Light and Dark Ll: I can recognise that there needs to be light to see things and that darkness is the absence of light. SC: By the end of this lesson, children will be able to identify natural and man-made light sources; explain what darkness is and sort light sources according to criteria. Organising light sources into natural and artificial Key question: What is a light source? Career link: Astronomer Scientists: James Clerk Maxwell FROGS Vocabulary: absent, beam, blocked, dark, light, light source, recognise, bounce, travel Book: The king who banned the dark Pre-Assessment activity and what students would like to learn about questionnaire.	Natural and artificial sources Ll: I can identify the difference between natural and artificial light and that light comes from a source. SC: By the end of the lesson, I will know how to recognise the difference between natural and artificial light and that light comes from a source. Key question: What is a natural/artificial source of light Career link: Astronomer Scientists: James Clerk Maxwell FROGS Vocabulary: absent, beam, blocked, natural, artificial, dark, light, light source, recognise, bounce, travel	Reflective Surfaces and mirrors Ll: I can notice that light is reflected from surfaces. SC: By the end of this lesson, children will be able to identify reflective materials and understand how light is reflected. They will be able to design a poster to encourage younger children to wear reflective materials at night to keep them safe. Key question: What colour would be the best to make a safety jacket from? How does the colour of a material affect how reflective it is? Career link: Astronomer Scientists: James Clerk Maxwell FROGS Vocabulary: reflect/reflective, materials, notice, surface, block, opaque, glare	Sun Safety Ll: I can recognise that light from the Sun can be dangerous and that there are ways to protect your eyes and skin from the Sun. SC: By the end of this lesson, children will be able to explain why the Sun can be harmful to our eyes if we look at it directly. They will be able to identify ways in which we can protect ourselves from sun damage. They will understand that when the sun is directly above there is less filtering, so we receive brighter light. Key question: Is the sun dangerous? Is the sun the same brightness all day? Career link: Optician Scientists: James Clerk Maxwell FROGS Vocabulary: Protect, dangerous, ray, filtering, midday, safety, glare	Shadows Ll: I can recognise that shadows are formed when light from a light source is blocked by an opaque object. SC: By the end of this lesson, children will be able to predict which materials make the best/worst shadows using the knowledge gained through their own exploration. Key question: What is a shadow? Does the thickness of a material affect how much light can pass through it? How many Pieces of tracing paper are translucent as a single piece of white paper? Career link: Optician Scientists: James Clerk Maxwell FROGS Vocabulary: absent, opaque, transparent, translucent, patterns, shadows, look for, notice, straight line,	Shadows Ll: I can create a fair test to explore the way that the length of shadows changes. SC: By the end of this lesson, children will be able to talk about the relationship between the height/ angle of the light source and the length of the shadow. They will be able to use the results from their investigation to explain how they know. Key question: Does moving the light source above the object make the object's shadow longer? How can we change the darkness, size and shape of a shadow? Career link: Optician Scientists: James Clerk Maxwell FROGS Vocabulary: angle, height, shadow, opaque, transparent, translucent, fair test, look for, notice, answer.	End of unit assessment
History and Geography	History Ll: To I can find out where the Roman Empire originated and put key events from Roman Britain into chronological order. SC: By the end of the lesson I will know how to identify key dates in Roman history and understand how Rome grew into an empire.	Geography Ll: I can identify the features of the world SC: By the end of the lesson student will be able to identify the location of the Tropics of Cancer and Capricorn, the equator, and the arctic circle. They will be able to describe the climate in the tropics and how it differs from the UK.	History Ll: I can explain how the Roman Empire expanded over time SC: By the end of the lesson students will understand that the Roman empire expanded over time and the army contributed to the expansion of the empire.	Geography Ll: I can Locate and label the countries of Europe. SC: Understand that Europe is made up of 50 countries. We will use our mapping skills to identify the location of these countries. Key question: What are the countries make up Europe.	History Ll: I can explain why the romans wanted to invade Britain and Boudica's rebellion SC: Students will be able to consider the pros and cons about invading Britain and participate in a class debate about the Boudica's rebellion	Geography Ll: I can identify some of Europe's human and physical features, including regions. SC: By the end of the lesson students will be able to identify human and physical features and name and locate	History Ll: I can understand the size and structure of Hadrian's Wall as it was when it was first built. SC: By the end of the lesson students will understand how archaeologists find evidence about

	Key question: Where did the Roman Empire come from? What is AD and BC? Vocabulary: AD, BC, Roman, empire, republic, Rome, Italy, conquer, ancient, culture Pre-assessment	Key question: Why do we have lines of latitude and longitude? What are the tropics of Cancer and Capricorn? Career link: planetary scientist and cartographer. Vocabulary: Longitude, latitude, Tropics of Cancer, Tropic of Capricorn, equator, northern Hemisphere, Southern Hemisphere, Prime meridian, country, vertical, horizontal, time zone, Antarctica circle Pre-assessment	Students will explore effect equipment worn by the Romans and create their own Roman shield. Key question: How did the Roman army help to expand the Roman Empire? Vocabulary: Expand, settlement, city state, republic, empire, elected, contributed, organised, advanced, legionary, tortoise formation.	How many languages are spoken in Europe? Vocabulary: Aerial photograph, atlas, city, compass, map, country, city, landmass, continent, oceans, atlas, globe	Key question: How did Britain become part of the Roman Empire? Who was Julius Caesar? Who was Claudius? Vocabulary: Invasion, attempt, Julius Caesar, Claudius, determined, conquer	the main regions of Europe. Key questions: What are the human features? What are the physical features? Vocabulary: Landscape, mountain range, coastline, moorland, valley, rock formation, topography, peak, summit, landmark, region, boundary, population,	Roman Britain and describe Hadrian's wall and why it was built. We will recreate the wall and re-enact the Romans manning the wall from the pics. Key questions: what is archaeology? Who was Hadrian? Why was Hadrian's wall built? Vocabulary: Hadrian, Picts, northern tribes, territory, taxes, milecastles, turrets, excavating,
DT	What is design and technology? LI: I can explain the difference between art and DT. I can explain the process involved in DT. SC: Students will understand the concept of DT and understand the process that designers follow to develop and make a product (thinking, to develop a product outline – purpose, intended user, ideas inspiration, features, materials, and techniques) Vocabulary: product, purpose, intended user, inspiration, materials, features, techniques.	.N/A	LI: I can explain what a lever is and how it is different from a linkage SC: Students will explore different levers and linkage mechanisms and begin to build up their finger fluency of building linkages by creating a puppet. Vocabulary: Pivot, fulcrum, linear, rotary, reciprocating, oscillating	LI: I can fluently build linkages connected to a lever. SC: Students will be able to practice creating things until their hands and fingers do things automatically without much thinking by creating linked level mechanisms in lots of different ways to give them a better understanding of the inputs and outputs that change the direction of force and movement in the mechanisms . Vocabulary: Pivot, fulcrum, linear, rotary, reciprocating, oscillating, fluency, automatically, lever, linkages	LI: I can take inspiration from existing products to design my own robot arm sampling tool. SC: Students will think about the product and their purpose to design their own lever, taking inspiration from existing products. They will create an inspiration board and design their product using labels. They will then test their materials. Vocabulary: Pivot, fulcrum, linear, rotary, reciprocating, oscillating, inspiration, purpose, user, material	Linked levers– Guided Design LI: I can input my ideas to design and create a class robot arm sampling tool. SC: Students will take part in a class design and then we will create a large robot arm sampling tool to ensure all students are confident in their designs and the mechanisms. Vocabulary: Pivot, fulcrum, linear, rotary, reciprocating, oscillating, inspiration, purpose, user	LI: I can create my design checking my mechanisms are strong enough to withstand the movement. SC: We will create our final designs using durable materials using my planning from last lesson Vocabulary: Pivot, fulcrum, linear, rotary, reciprocating, oscillating, inspiration, withstand, durability, modify, applying POP Task: annotate the diagram with the vocabulary provided to show you understand the mechanisms involved.

RE	Introduction to worldviews– Extra week may be needed to introduce all the worldview characters. Therefore this planning may extend to the following term.	Sri Harmandir Sahib (Golden Temple) LI: To understand why the Sri Harmandir Sahib is important to Sikhs. SC: I can recall when and why the Sri Harmandir Sahib was built. I can explain how the building shows equality. I can make links between the gurdwara and equality in my own school/community. Explore images/videos of the Golden Temple, record key facts, discuss symbolism of the four entrances, and compare with school inclusivity. Key Question: How does the Sri Harmandir Sahib show Sikh beliefs about equality? Vocabulary: Equality, Gurdwara, Guru, Langar, Context, Meaning and Purpose.	Waheguru and the Guru Granth Sahib LI: To explore Sikh beliefs about God (Waheguru) through the Guru Granth Sahib. SC: I can identify the Guru Granth Sahib as the Sikh holy scripture. I can explain what the Mool Mantar teaches about Waheguru. I can compare Sikh beliefs about God with other worldviews. Study the Mool Mantar in Punjabi/English, use guided questions to interpret its meaning, and match key terms with definitions. Key Question: What does the Mool Mantar teach Sikhs about God? Vocabulary: Waheguru, Guru Granth Sahib, Mool Mantar, Equality, Meaning and Purpose.	Gurmukh and Manmukh LI: To understand what it means for Sikhs to live as gurmukh (God-centred). SC: I can explain the difference between gurmukh and manmukh. I can give examples of Guru teachings that guide Sikhs in daily life. I can reflect on what helps me live a “good life.” Read Guru teachings, use key questions to interpret meaning, and discuss why being self-centred may block a good life. Key Question: How do Sikh teachings help people live a good life? Vocabulary: Gurmukh, Manmukh, Sikh, Sikhi, Guru, Values and Morality.	Guru Nanak and Duty LI: To explore Sikh ideas of duty through the story of Guru Nanak. SC: I can explain what “duty” means and give examples from life. I can retell Guru Nanak’s story and explain its meaning. I can identify ways Sikhs today show duty and commitment. Watch Guru Nanak’s story video, explore the idea of Khalsa, and study UK Sikh practices using reports/statistics. Key Question: Is it more important to do your duty, or to commit to doing your duty? Vocabulary: Duty, Khalsa, Gurmukh, Context, Meaning and Purpose, Values and Morality.	Sewa and Langar LI: To understand how Sikhs fulfil their duty through sewa and langar. SC: I can describe what happens in the langar. I can explain how sewa reflects Sikh beliefs in equality and Waheguru. I can identify challenges Sikhs may face in fulfilling their duty in different contexts. Research the langar at the Golden Temple, record details (who serves/eats, what food is given), and discuss accessibility/duties in different contexts. Key Question: How does volunteering in the langar help Sikhs become gurmukh? Vocabulary: Sewa, Langar, Equality, Gurmukh, Values and Morality, Context.	What is My Duty? LI: To reflect on Sikh teachings about duty and connect them to my own life. SC: I can summarise Sikh beliefs about duty, Waheguru, and gurmukh. I can explain how Sikhs know their duty (Guru Granth Sahib, Gurus). I can reflect on similarities/differences with my own sense of duty. Create a presentation, story, or lesson for younger pupils explaining Sikh duty and how Surjit fulfils his. Respond to the debate statement: “Everyone should be made to do their duty, even if they don’t want to.” Key Question: How do Sikhs know what their duty is, and how does this compare to my own life? Vocabulary: Duty, Equality, Gurmukh, Waheguru, Guru Granth Sahib, Langar, Values and Morality.
Computing	Systems and Networks How does a digital device function?	What parts make up a digital device?	How do digital devices help us?	How am I connected? SC: I can recognise different connections. I can explain	How are computers connected?	What does our school network look like?	Assessment

	SC: I can explain that digital devices accept inputs. I can explain that digital devices produce outputs. I can follow a process. Vocabulary: Digital device, input, process, output, function	SC: I can classify input and output devices. I can describe a simple process. I can design a digital device. Vocabulary: Digital device, input, process, output, function	SC: I can explain how I use digital devices for different activities. I can recognise similarities between using digital devices and using non-digital tools. I can suggest differences between using digital devices and using non-digital tools. Vocabulary: Program, digital, non-digital	how messages are passed through multiple connections. I can discuss why we need a network switch. Vocabulary: Connection, network, network switch	SC: I can recognise that a computer network is made up of a number of devices. I can demonstrate how information can be passed between devices. I can explain the role of a switch, server, and wireless access point in a network. Vocabulary: Server, wireless access point	SC: I can identify how devices in a network are connected together. I can identify networked devices around me. I can identify the benefits of computer networks. Vocabulary: Network cables, network sockets	Assessment of learning will take place.
PSHE	N/A	Being me in my world Help others to feel welcome. L1: I recognise my worth and can identify positive things about myself and my achievements. I can set personal goal. I know how to use my Jigsaw Journal. I value myself and know how to make someone else feel welcome and valued. Vocabulary: Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm.	Try to make our school community a better place. Our nightmare schools. L1: I can face new challenges positively, make responsible choices and ask for help when I need it. I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions. Vocabulary: Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support	Think about everyone's right to learn. Our dream schools. L1: I understand why rules are needed and how they relate to rights and responsibilities. I know how to make others feel valued. Vocabulary: Rights, Responsibility, Learning, Charter, Nightmare, Dream	Care about other people's feelings Rewards and consequences L1: I understand that my actions affect myself and others and I care about other people's feelings. I understand that my behaviour brings rewards/consequences. Vocabulary: Behaviour, Rewards, Consequences, Actions, Feelings, Rights, Responsibilities, Fairness, Choices	Work well with others. Our learning charter. L1: I can make responsible choices and take action. I can work cooperatively in a group. Vocabulary :Co-operate, Rights, Responsibilities, Rewards, Consequences, Choices, Learning, Charter, Challenge, Group dynamics, Teamwork.	Choose to follow the Learning Charter Owning our Learning Charter L1: I understand my actions affect others and try to see things from their points of view. I am choosing to follow the Learning Charter. Vocabulary: Learning, Charter, Actions, Viewpoint, Ideal school, Belong

PE	Fundamental skills To develop balancing and understand the importance of this skill. SC: Squeeze your muscles to help you to balance. Social: To show respect towards others when competing. Emotional: To challenge myself to work to the best of my ability. Thinking: To understand how we use balance in everyday life. Vocabulary: balance, muscles, tense, maintain, sportsmanship,	Fundamental skills To develop technique when running at different speeds. SC: Observe others closely to see how their body changes. Think about how each body part moves for different speeds. Social: To listen to others and share ideas. Emotional: To challenge myself to work hard. Thinking: To change my speed to be able to continue to run over a period of time Vocabulary: deceleration acceleration, balance, colosseum, jogging, sprinting, pace..	Fundamental skills To develop agility using a change of speed and direction. SC: Transfer your weight from one side to the other. Turn your head, shoulders and hips to face the new direction you want to travel in. Social: To play fairly with others. Emotional: To show honesty when playing games. Thinking: To create a plan to help me outwit an opponent. Vocabulary: Agility, deceleration acceleration, balance, colosseum, jogging, sprinting, pace, dodging	Fundamental skills To develop technique and control when jumping, hopping, and landing. SC: Use your arms to provide momentum. Bend your knees on take-off and landing to help you to balance. Social: To work with a small group, listening to others and sharing ideas. Emotional: To be honest when competing. Thinking: To create a plan based on my findings. Vocabulary: distance, landing, bending, pushing, muscles, squeeze, balance, hopping landing, jumping landing, momentum, quick succession, combination	Fundamental skills To develop skipping with a rope. SC: Make sure the rope taps the floor each time. Use the rhythm to help you. Social: To show support and kindness towards others. Emotional: To be determined not to give up if I find things challenging. Thinking: To read and understand task cards. Vocabulary: Oxygen, pumped, muscles, rhythm, technique, resilience	Fundamental skills To apply fundamental skills to a variety of challenges. SC: Move your arms faster to help you to move forward quickly. Run on the balls of your feet. Social: To encourage others in my group. Emotional: To try my best. Thinking: To listen to the instructions and understand what to do. Vocabulary: dodge, fundamental, acceleration, direction, balance, deceleration, co-ordination,	Fundamental skills To apply fundamental skills to a team game. SC: Combine skills to participate in a team game confidently and safely. Social: To encourage others in my group. Emotional: To try my best. Thinking: To listen to the instructions and understand what to do. Vocabulary: dodge, fundamental, acceleration, direction, balance, deceleration, co-ordination, sportsmanship.
Music	N/A	Begin to learn the song <i>I've been to Harlem</i>. Listen carefully to the shape of the melody, representing the pitches using body ladder actions. Listen to <i>Tongo</i> and compare two different versions.	Recap singing the song <i>I've been to Harlem</i> and show the shape of the tune with their voices. Listen to, and talk about, two pieces that use the pentatonic scale: <i>Tongo</i> and 'Morning mood' from <i>Peer Gynt Suite No. 1</i>. Make up an accompaniment for the singing using notes from the pentatonic scale.	Practise singing <i>I've been to Harlem</i>. Practise keeping a steady beat. Learn the melody of <i>Tongo</i>. Sing <i>Tongo</i> in call-and-response, holding notes at the end of phrases for the full length. Progression snapshot 1.	Practise singing <i>I've been to Harlem</i>, from memory and unaccompanied. Invent three-note melodic ostinatos to accompany <i>I've been to Harlem</i>. Play an ostinato, note cluster chord together with singing.	Learn a series of rhythms using a firm plastic cup to play along with <i>I've been to Harlem</i>. Keep a beat using a 'prop' cup.	Practise body percussion patterns to <i>Born to be wild</i>. Invent melodic and rhythmic accompaniments to <i>I've been to Harlem</i>. Perform the song in unison, as a round, and with accompaniment.