

	1 1.6.26 – 5.6.26	2 8.6.26 – 12.6.26	3 15.6.26 – 19.6.26 TRIP & Sports day	4 22.6.26 – 26.6.26 Back up sports day Science afternoon	5 29.6.26 – 3.7.26 Transition day	6 6.7.26 – 10.7.26	7 13.7.26-17.7.26	
Maths	Hours and minutes - start and end times Hours and minutes- durations End of unit check Unit 14 - Angles and properties of shape Turns and angles Right angles in shapes	Compare angles Measure and draw accurately Horizontal and vertical Parallel and perpendicular	Recognise and describe 2D shapes Recognise and describe 3D shapes Make 3D shapes End of Unit check Unit 15 - Statistics Interpret pictograms (1)	Interpret pictograms (2) Draw pictograms Interpret bar charts (1) Interpret bar charts (2) Collect and represent data in a bar chart.	Simple two-way tables . Create your own bar chart and pictogram. End of unit check To use known facts to become more fluent in the 6 times table. To use known facts to become more fluent in the 7 times table.	To use known facts to become more fluent in the 8 times table. To use known facts to become more fluent in the 9 times table. To use known facts to become more fluent in the 11 times table. To use known facts to become more fluent in the 12 times table.	Assessment paper (arithmetic) Assessment paper (reasoning) Strengthening and deepening activities. Times table, division and time focus.	
English / Reading	<p>English- Jim, A Cautionary Tale by Hilaire Belloc Literary Theme: Confidence & caution Outcomes: Warning poster, warning announcement, alternative ending, performance poetry, letter of apology Main outcome: Narrative poem cautionary tale Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions and adverbs [if and then] Relative clauses beginning with who, whose, which or that. Use fronted adverbials for time, place and manner, e.g. later that day. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <p>Writing (Composition)</p> <ul style="list-style-type: none"> Discussing writing similar to what they are planning to write, to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> In narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Reading - A Necklace of Raindrops by Joan Aiken</p> <ul style="list-style-type: none"> Vocabulary explicitly taught Non-fiction and poetry links made For use in guided or whole class reading <p>National Curriculum comprehension coverage</p> <ul style="list-style-type: none"> developing positive attitudes to reading and understanding of what they read 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 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 <p>Pupils should demonstrate understanding of what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> 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 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 <p>Participate in discussion about both books.</p>				<p>English- The Day I Swapped my dad for Two Goldfish by Neil Gaiman Literary Theme: Confidence & caution Outcomes: Thought bubbles, missing scenes, diary entries Main outcome: Own version narratives Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> Extending sentences with more than one clause by using conjunctions, including when, if, because, although Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns, using, and punctuating direct speech <p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals [for example, girls,' boys'] and in words with irregular plurals [for example, children's]. Use the first two or three letters of a word to check its spelling in a dictionary. <p>Writing (Composition)</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar. Discussing and recording ideas. In narratives, creating settings, characters and plot. Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns. Proof-read for spelling and punctuation errors. Reading aloud their own writing. <p>Reading comprehension - Fortunately, the Milk by Neil Gaiman</p> <ul style="list-style-type: none"> Vocabulary explicitly taught Non-fiction and poetry links made For use in guided or whole class reading <p>National Curriculum comprehension coverage</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 using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words. drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying 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 <p>participate in discussion about books</p>			
Science Plants	How is water transported in plants? LI: I can investigate the way in which water is transported within plants by observing the transport of food colouring through a flower stem. 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	How do plants change over time? LI: I can investigate how a plant changes over time. SC: By the end of the lesson, students will be able to identify a wildflower and label the parts of the plant observing how the plant changes overtime.	N/A - Trip	N/A - Science afternoon To investigate how magnetic forces can move objects without touching them, and how materials change when they are mixed together. Predict what will happen when a magnet gets close to the slime. Describe how the slime behaves differently than regular liquid or solid. Explain that iron powder is the secret ingredient that allows	N/A - Transition Day	What colour flowers do pollinating insects prefer? LI: I know why insects prefer certain flowers and the life cycle of a plant. SC: By the end of the lesson, students will understand why pollinating insects are attracted to flowers and why they prefer certain flowers more. They will also be able to map out a lifecycle of a plant.	Different types of soil LI: I know why some soils are more permeable than others. SC: By the end of the session students will understand that different soil types can absorb more water than others and how this can impact different plants. Key question: Are certain soils more permeable than others?	

	<p>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?</p> <p>FROGS</p> <p>Vocabulary: Transport, stem, evaporate, compare, temperature, leaves, flower, observe, photosynthesis, prediction, conclusion, chlorophyll</p>	<p>Key question: How do plants change overtime? Why do plants have flowers?</p> <p>FROGS</p> <p>Vocabulary: Wildflower, stem, leaves, petals, pollen, flower, observe, prediction, conclusion, description, wilt, wither, droop.</p>		<p>the magnet to pull the slime. Observe and record how the slime is pulled toward a strong magnet.</p>		<p>Key question: Why do plants have flowers?</p> <p>FROGS</p> <p>Vocabulary: nutrients, nectar, pollen, attract, sugar, material, texture, colour, transportation.</p>	<p>FROGS</p> <p>Vocabulary: Permeable, impermeable, absorb, soil, organic material, pass through, mixture, rock,</p>
Topic	<p>History- Mummies LI: 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.</p> <p>Key question: Why were Ancient Egyptians mummified and how?</p> <p>Vocabulary: Mummification, soul, spirit, river Nile, purified, organs, internal, canopic, natron, sarcophagus, burial chamber, embalming</p>	<p>History- famous rulers LI: 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.</p> <p>Key Question: Who were the Ancient Egyptian pharaohs?</p> <p>Vocabulary: Pharaohs, symbols, associated, pyramid, conquered, ankh, scarab, cartouche, crook & flail, amulets, chariots.</p>	N/A - Sports day	<p>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.</p> <p>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?</p> <p>Vocabulary: weathering, mechanical, biological, chemical, risk, protect,</p>	<p>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.</p> <p>Key Question: Why did the Ancient Egyptians build the pyramids?</p> <p>Vocabulary: Pyramids, Pharaohs, artefacts, structures, bent, step, Khafre, preserve, chambers, possessions, passages, labourers.</p>	<p>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</p>	<p>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,</p>
DT	N/A - sports day practice	<p>DT 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 jointing plates.</p>	N/A Trip	<p>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?</p>	N/A Transition Day	<p>DT creating knowledge to design Design challenge Using our bridge a box car including pictures, diagrams and joining plates</p>	N/A - assessments
Worldviews Do Christians Have to Believe in God as Trinity?	NA - sports day practice	There are questions we can ask to understand more about people's beliefs; asking these questions can help us better understand someone's worldview	N/A - Sports day	N/A - Science afternoon	Quaker Christianity is a denomination of Christianity; it was founded by George Fox	Quaker Christians have a number of different sources of authority, including the Bible and Quaker Faith and Practice	Christians express their beliefs about God in different ways There are questions we can ask to help us understand people's beliefs and ways of living

		One tool we can use to understand more about people's beliefs is reading their sources of authority.			There are questions we can ask about context that can help us understand more about people's worldviews	Reading and asking questions about key sources of authority can help us understand Christian beliefs about God; this can help us better understand Christian worldviews	out their worldviews; asking these questions can help us better understand Christian worldviews
ICT Programming B – events and actions	<p>Moving a Sprite LI: I can explain how a sprite moves in an existing project.</p> <p>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.</p> <p>Vocabulary: Sprite, code, sequence, blocks, event, movement, action, program</p>	<p>Maze movement LI: I can create a program to move a sprite in four directions.</p> <p>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.</p> <p>Vocabulary: program, direction, project, degrees, size, angle, movement.</p>	<p>Drawing lines LI: I can adapt a program to a new context.</p> <p>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.</p> <p>Vocabulary: program, sprite, adapt, event, sequence,</p>	<p>Adding features LI: I can develop my program by adding features.</p> <p>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.</p> <p>Vocabulary: Sprite, code, sequence, blocks, event, movement, action, program, commands</p>	<p>Debugging movement LI: I can identify and fix bugs in a program.</p> <p>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.</p> <p>Vocabulary: bug, debug, fix, problem, resolve, program, modify.</p>	<p>Making a project LI: I can design and create a maze-based challenge.</p> <p>SC: I can make design choices and justify them. I can implement my design. I can evaluate my project.</p> <p>Vocabulary: bug, debug, fix, problem, resolve, program, modify, sprite, code, sequence, blocks, event, movement, action, program, commands.</p>	N/A - assessments
PSHE	<p>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.</p> <p>Social and emotional development I can express how I feel when I see babies or baby animals</p> <p>Vocabulary: Male, Female, Changes, Birth, Animals, Babies, Mother, Growing up</p>	<p>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.</p> <p>Social and emotional development I can express how I might feel if I had a new baby in my family.</p> <p>Vocabulary: Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care</p>	<p>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</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>Social and emotional development I recognise how I feel about these changes happening to me and know how to cope with those feelings</p> <p>Vocabulary: Change, Puberty, Control, Breasts</p>	<p>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.</p> <p>Social and emotional development I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> <p>Vocabulary: Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/Ova, Womb/Uterus, Vagina</p>	<p>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.</p> <p>Social and emotional development I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p> <p>Vocabulary: Stereotypes, Task, Roles, Challenge</p>	<p>Changing me - Are looking forward to change. LI: I can identify what I am looking forward to when I move to my next class</p> <p>Social and emotional development I can start to think about changes I will make next year and know how to go about this.</p> <p>Vocabulary: Change, Looking forward, Excited, Nervous, Anxious, Happy</p>	N/A - assessments
PE Rounders	To learn how to score points in a striking and fielding game	Sports day practice	To develop batting to score points.	To develop fielding skills to limit the batter's score.	To understand the role of a bowler in the fielding team.	To develop an understanding of tactics and begin to use them in game situations.	To apply skills and knowledge to play games using rounders rules.