	3 th January – 5 th January	2 January 8 th –12 th	3 January 15 th – 19 th	4 January 22 nd – 26 th	5 29 th January – 2 nd February	6 February 5 th – 9 th
Mu Rel Rec	elated calculations easoning about nultiplication	Multiply 2-digits by 1-digits no exchange Multiply 2-digits by 1-digits exchange Expanded written method. Link multiplication and division Divide 2-digits by 1-digits no exchange.	Divide 2-digits by 1-digits - flexible partitioning. Divide 2-digits by 1-digits - with remainders. How many ways? Problem solving- mixed problems (i) Problem solving- mixed problems (i)	End of unit assessment Unit 7 Measure in m and cm Measure in cm and mm Metres, centimetres, and millimetres Equivalent lengths (m and cm)	Equivalent lengths (mm and cm) Compare lengths. Add lengths. Subtract lengths. Measure perimeter	Calculate perimeter. Problem solving – length. End of unit assessment Introduction to Unit 8 - Fractions
Reading comprehension Reading comprehension Reading comprehension	The Pied Piper of Hamelin by Michael Morpurgo Outcomes: Writing in role, information reports, adverts, formal letters Main outcome; Own version myth/legend Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Writing Transcription (Spelling and Handwriting) Spell words that are often misspelt (English Appendix 1) 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 Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far. Coverage of tion/sion/tian The narrative poem The Pied Piper of Hamelin by Robert Browning The children explore an alternative version of this well-known story. Written in Old-English, each session will begin with a chance for children to explore new and unfamiliar vocabulary in the context of the poem. Lessons will provide opportunities for children to infer about characters, summarise sections of the poem in their own words and explore the shape of the poem and its rhyming structure.			Outcomes: Setting descriptions, diaries, letters, thought bubbles Main outcome: Newspaper report Children begin by exploring a range of artefacts to try to determine the events that have taken place. They move on to re-enacting an everyday scene from the city of Pompeii before writing a setting description. Children will explore the main characters, including how their feelings change through the story, and will write letters of advice to help save them from the eruption. Through collecting banks of powerful vocabulary, children will write a vivid description of the eruption of Mount Vesuvius. In the final part of the learning sequence, children will become journalists and write a newspaper article to report on the eruption, including quotes from survivors in the town. Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words. Writing Transcription (Spelling and Handwriting) Use further prefixes and suffixes and understand how to add them (English Appendix 1) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Earth Shattering Events by Robin - Jacobs and Sophie Williams This text looks specifically at the vocabulary associated with natural disasters. The book is perfect for complete coverage of the content domain and curriculum objectives for LKS2 given the inclusion of myths, idioms and other information to support the core subject-matter. The children will focus on matching information and sequencing events.		

Science	Rocks	Rocks	Rocks	Rocks	Soil formation	Big Question
	LI: I can classify and group	LI: I can explain how				2.9 (200000
	rocks based on appearance.	sedimentary, igneous,	LI: I can explain how Mary Anning	LI: I can explain how fossils	LI: I can explain that soil is	Creating a 2-page spread of
	• • • • • • • • • • • • • • • • • • • •	metamorphic rocks are	influenced what we know about fossils	are formed	made up from rocks, dead	what rocks, fossils and soil are
	SC: By the end of the lesson	formed and how they	today.		planners, air and water and	like. Using their learning to write
	students will be able to group	change over time.		SC: By the end of this lesson,	that some soil is more	what they have learnt over the 5
	and classify rocks based on		SC: By the end of this lesson, students	students will create their own	permeable than others	weeks.
	their appearance and begin	SC: Using starburst, the	will have an understanding of who	compression and cast fossils		
	to understand	students will create the	Mary Anning was and why she had	to understand the process of	SC: By creating a fair test	
	sedimentary, igneous,	rock cycle so they will be	such an impact on present day	fossilization.	students will understand that	
	metamorphic rocks, human	able to explain how rocks	through a research task.		some soil is more suitable for	
	and natural rocks.	change over time.		Key question: How are fossils	different plants and that some	
			Key question: Who was Mary Anning?	created, what is fossilization?	is more permeable.	
	Key question: What do we	Key question: How does	What did she discover?	Biology/Geology		
	know? What do we want to	tumbling change a rock		Career link: Paleontologist	Key question: Do all plants	
	know? Can you find out the	over time? How are	Biology/Geology	Scientists: Mary Anning	grow in the same soil?	
	name of each rock in your	different types of rocks	Career link: Paleontologist	<u>.</u>	Which soil absorbs more	
	collection using the	formed?	Scientists: Mary Anning	FR <mark>O</mark> GS	water??	
	Identification key?		_		Biology	
		Biology/Geology	F <mark>R</mark> OGS	Vocabulary: Fossils,	Career link: Agronomist	
	Biology/ Geology	Career link: Paleontologist	Vocabulary: Fossils, sedimentary rock,	sedimentary rock, preserved,	_	
	Career link: Paleontologist	Scientists: Mary Anning	preserved, petrification, compression	petrification, compression	<mark>F</mark> ROGS	
	Scientists: Mary Anning	_	moulds and casts preserved remains	moulds and casts preserved		
	_	FR <mark>O</mark> GS		remains.	Vocabulary: Permeable, clay	
	FRO <mark>G</mark> S				soil, loam soil and sandy soil,	
	Vocabulary: metamorphic,				volume, bar chart	
	Sedimentary, Igneous, texture,	Vocabulary: metamorphic,				
	material, grains, Crystals,	Sedimentary, Igneous,				
	marble, granite, sandstone,	permeable, pressure, heat,				
	slate, chalk	molten, magma, lava,				
	Book: Street beneath our feet	crystallise				
History and	Closed	Anglo Saxons	Rivers	Place names	Rivers	Village life - play
Geography		Goodbye Romans, Hello	LI: I know the difference between a river	LI: I can understand how the	LI:I can explain what a	LI: I can gain historical
		Anglo Saxons	and the ocean. I know how rivers are	Anglo Saxons shaped Britain,	landlocked sea is and describe	perspective by understanding
			formed.		the features of a delta.	the connections between local
		LI: I can describe why,		SC: I can research local		and national history, and
		where and when the Scots	SC: I understand what the words	place names in Lincolnshire	SC: I can understand that a	between short- and long-term
		and Anglo-Saxons invaded	primary, source and headwater mean.	to support my	landlocked sea does not have	timescales (from stone age to
		Britain.	I can research the five primary rivers in	understanding of the impact	access to an ocean and is	Anglo -Saxons)
			Europe and label them on a map,	of the Anglo-Saxons.	completely surrounded by	
		SC: I can explain the	including the source and the mouth of		land. I can explain how Deltas	SC: I Understand how everyday
		reasons the Anglo-Saxons	the rivers- Volga River, Danube River,		are formed and the processes	life of Britain has been influenced
		invaded Britain and when.	Ural River, Dnieper River, Don River.		involved.	by taking on a role of an Anglo-
						Saxon character.

		1	T	T .	T	T
DT	Closed	DT: Food Master practical	DT: Food Master practical skills	DT: Food Master practical	DT: Food Master practical skills	DT: Food Master practical skills
		skills	LI: I can prepare and cook our chosen	skills		LI: I can prepare and cook our
		LI: I can research a healthy	recipe		LI: I can research my	improved recipe
		recipe to make	SC: I can prepare food hygienically,	LI: I can review our recipe	suggestions from last lesson	SC: I can prepare food
			using appropriate utensils, measure	based on taste, time, ease	and make improvements to	hygienically, using appropriate
		SC: I understand that the	ingredients to the nearest gram, follow	and difficulty.	our class recipe	utensils, measure ingredients to
		recipe we choose much be	and read a recipe and cook			the nearest gram, follow and
		suitable for all dietary	ingredients to create our chosen	SC: I can make suggestion to	SC: I can use the internet to	read a recipe and cook
		requirements and can be	recipe.	improve our recipe and write	research my suggestions to	ingredients to create our chosen
		easily made in large	-	a review about our last	see how we can improve our	recipe.
		quantities. (Science link –	Vocabulary: Preparation, hygiene,	recipe	recipe.	·
		animals including	utensils, safety, gram, measurement,		·	Vocabulary: Preparation,
		humans)	ingredients	Vocabulary: taste, time,		hygiene, utensils, safety, gram,
		,		ease, difficulty, suggestions,	Vocabulary: Dietary needs,	measurement, ingredients
		Vocabulary: Dietary needs,		improvements, review.	quantity, healthy, recipe,	, ,
		quantity, healthy, recipe		·	research, suggestions,	
		quantasy, its analy, its app			improvements	
RE	A Christian Worldview:	The Trinity	Symbols of the Trinity	Symbols and Saints	The Trinity and	The Trinity and Christian
	Key Beliefs and Concepts	,	,	,	Artistic Expression	Worship
		LI: I know what the holy Trinity	LI: I know the different symbols shown for the	LI: I know the different forms of the		·
	LI: I know the Key concepts and	means to Christians	'Father', 'Son' and 'Holy Spirit	Holy Trinity	LI: I can review different types of	LI: I can use religious vocabulary to
	beliefs of Christians.				artwork related to the holy Trinity	inform my understanding of the Trinity
	Preassessment mind map.	SC: To understand that the holy Trinity is the 3 in 1. e.g. a	SC: To understand that there are many symbols and representations of the holy	SC: To understand what different forms water can take (liquid, solid,	and create my own	SC: I can review the Nicene Creed and
	SC: To understand that Christians	teacher can be a teacher, a	Trinity.	gas. Is it still water in each form?	SC: I can explain how artists have	use the vocabulary to create a
	believe God created the world	parent and a child at the same	Trinity.	Related to the Christian	used their creativity to express the	birthday card for the Christian Church
	exactly as he wanted it to be.	time and still be one person; a		understanding of God as Trinity.	Christian belief in God as Trinity. I	that
	Adam	chord can contain three			can connect artworks with the texts	reflect the importance of the Holy
	and Eve, the first humans, made a	distinct notes, but still produce			we have explored in previous	Spirit to a Christian understanding of
	bad choice that brought death	one sound; an apple has skin,			lessons.	God.
	and suffering into the world, and separated humans from God	fruit and a core, etc.			Using a range of materials to create	
	(Genesis 3, the story of the Fall).				a sculpture representing the Trinity.	
	Christians believe it is their job to					
	get rid of the suffering. If they can					
	do this, the world will return back					
	to what God originally intended it					
	to be.					

Commuting	Desktop Publishing	Desktop Publishing	Desktop Publishing	Desktop Publishing	Desktop Publishing	Desktop Publishing
Computing	-	1 0	, ,		, ,	1
	LI: To recognise how text and	LI: To recognise that text	LI: To choose appropriate page settings	LI: To add content to a	LI: To consider how different	LI: To consider the benefits of
	images convey information	and layout can be edited		desktop publishing	layouts can suit different	desktop publishing
			SC: I can define the term 'page	publication	purposes	
	SC: I can explain the	SC: I can change font style,	orientation'.			SC: I can identify the uses of
	difference between text and	size, and colours for a	I can recognise placeholders and say	SC: I can choose the best	SC: I can identify different	desktop publishing in the real
	images	given purpose	why they are important.	locations for my content.	layouts	world.
	I can recognise that text and	I can edit text.	I can create a template for a particular	I can paste text and images	I can match a layout to a	I can say why desktop publishing
	images can communicate	I can explain that text can	purpose.	to create a magazine cover.	purpose.	might be helpful.
	messages clearly.	be changed to		I can make changes to	I can choose a suitable layout	I can compare work made on
	I can identify the advantages	communicate more	Vocabulary: placeholders, template,	content after I've added it.	for a given purpose.	desktop publishing to work
	and disadvantages of using	clearly.	theme, setting, orientation, word art,			created by hand.
	text and images .	,	margins	Vocabulary: content, images,	Vocabulary: themes, layout,	,
	g	Vocabulary: text, size, word	g	text, font, size, copy, paste,	purpose, suitable, unsuitable	Vocabulary: Desktop publishing,
	Vocabulary: text, images, and	art, theme, colour, layout,		insert, clip art	parposo, saleable, arisaleable	comparisons, advantages,
	communication	design, theme		moert, clip art		disadvantages.
	communication	•				disdavaritages.
RSHE	Dreams and Goals	My Dreams and Ambitions	A New Challenge	Our New Challenge	Our New Challenge -	Celebrating My Learning
					Overcoming Obstacles	
	LI: I can stay motivated when	LI: I can identify a	LI: I enjoy facing new learning	LI: I can be motivated and		LI: I can evaluate my own
	doing something	dream/ambition that is	challenges and working out the best	enthusiastic about achieving	LI: I can recognise obstacles	learning process and identify
	challenging	important to me	ways for me to achieve them.	our new challenge	which might hinder my	how it can be better next time
	La con tall a construction of				achievement and take steps to	La completa a completa con historia de contra co
	I can tell you about a person	SC: I can imagine how I will	SC: I can break down a goal into a	SC: I know that I am	overcome them.	I can be confident in sharing
	who has faced difficult	feel when I achieve my	number of steps and know how others	responsible for my own		my success with others and
	challenges and achieved	dream/ambition.	could help me to achieve it.	learning and can use my	SC: I know how to manage the	can store my feelings in my
	success.		·	strengths as a learner to	feelings of frustration that may	internal treasure chest.
	I respect and admire people	Vocabulary: Dreams,	Vocabulary: Garden, Decoration,	achieve the challenge.	arise when obstacles occur.	Vocabulary: Review, Learning,
	who overcome obstacles	Goals, Ambitions, Future	Dream, Goal, Teamwork, Design,	3		Strengths, Success, Self-review,
	and achieve their dreams		Cooperation	Vocabulary: Challenge,	Vocabulary: Obstacles,	Celebrate, Evaluate
	and goals (e.g., through			Product, Teamwork,	Frustration, 'Solve it Together',	Celebrate, Evaluate
	disability)			Cooperation, Strengths,	Technique, Solution, Team	
	disability)			Motivated, Enthusiastic,	work	
	Vocabulary: Perseverance,			Excited, Efficient, Responsible		
	Challenges, Success,			Excited, Efficient, Responsible		
	Obstacles, Dreams, Goals					
PE	Dodge ball	To develop dodging skills to	To develop catching and learn the rules of the	To further develop catching and	To begin to think tactically and	To apply skills and knowledge to
	To develop throwing and apply	avoid being hit.	skill within this game.	use the rules of the skill within this	apply this to a game.	compete in a tournament.
	this to a target game.			game.		
		Social: To support and	Social: To support and congratulate others.		Social: To work as a team, making	Social: To be respectful and supportive
	Social: To show respect to others	congratulate others.	Emotional: To take risks when playing.	Social: To support and	decisions and collaborating on the	of my teammates.
	by playing honestly.	Emotional: To be honest and	Thinking: To make decisions about which	congratulate others.	tactic.	Emotional: To play honestly using the
	Emotional: To play honestly playing to the rules of the game.	play to the rules. Thinking: To decide which	technique to select.	Emotional: To be honest and play to the rules.	Emotional: To be understanding if my ideas are not chosen.	rules of the game. Thinking: To select and apply tactics to
	Thinking: To know how to throw	technique to use to avoid		Thinking: To recognise the balls I	Thinking: To use tactics appropriate	a game.
	accurately at a moving target.	getting hit.		should try to catch.	to the situation.	a game.
		99				
Music	In the past- link to Maths	Lesson 2:	Lesson 3:	Communication – link to	Lesson 2: Using voices creatively	Lesson 3: Creating and performing
	Lesson 1: Understanding pitch, learning to read simple pitch	Understanding and using pitch notations.	Reading simple rhythm notation.	computing Lesson 1: Representing sound with	and expressively.	from a symbol score.
	notation.	Hotations.		symbols.		
	notation.			Syrribols.	<u>l</u>	