

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	Recount-Letter-Little Red Riding Hood.  Spelling/Phonics: Words that are homophones.	Recount-Letter-Little Red Riding Hood.  Spelling/Phonics: Words that are homophones or near homophones.	Recount-Letter-Little Red Riding Hood.  Spelling/Phonics: Words ending in '-tion'.	Poetry-Free Verse  Spelling/Phonics: Words with an apostrophe for contraction.	Poetry-Free Verse  Spelling/Phonics: Words with an apostrophe for possession.	Poetry-Free Verse  Spelling/Phonics: Challenge Words (Common exception words).
<b>Maths</b>	Multiplication and Division  To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Multiplication and Division  To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Fractions  To recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.  To write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .	Fractions  To recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.  To write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .	Time  To compare and sequence intervals of time  To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.  To know the number of minutes in an hour and the number of hours in a day.	Time  To compare and sequence intervals of time  To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.  To know the number of minutes in an hour and the number of hours in a day.
<b>Science</b>	Materials  To recall prior learning about	Materials  To identify and describe the	Materials  To understand how light travels	Materials  To plan and carry out a comparative	Materials  To record data in a pictogram and	Materials  To make observations on

	materials when making observations.	suitability of a variety of everyday materials including wood, metal, glass, brick, rock, paper and cardboard.	differently through opaque, transparent, and translucent materials.	test to investigate the suitability of materials for blackout curtains.	draw conclusions about the most suitable material for blackout blinds.	how the shape of solid objects can be changed by squashing, bending, twisting and stretching.
<b>Computing</b>	<p>Computer Science</p> <p>I can debug a simple program (find and fix a problem).</p> <p>I can create an exercise routine for the class to stay healthy! I can decompose my routine into sections and write the algorithm for all of the steps involved.</p>	<p>Computer Science</p> <p>I can debug a simple program (find and fix a problem).</p> <p>I can create an exercise routine for the class to stay healthy! I can decompose my routine into sections and write the algorithm for all of the steps involved.</p>	<p>Computer Science</p> <p>I can debug a simple program (find and fix a problem).</p> <p>I can create an exercise routine for the class to stay healthy! I can decompose my routine into sections and write the algorithm for all of the steps involved.</p>	<p>Computer Science</p> <p>I can debug a simple program (find and fix a problem).</p> <p>I can create an exercise routine for the class to stay healthy! I can decompose my routine into sections and write the algorithm for all of the steps involved.</p>	<p>Computer Science</p> <p>I can debug a simple program (find and fix a problem).</p> <p>I can create an exercise routine for the class to stay healthy! I can decompose my routine into sections and write the algorithm for all of the steps involved.</p>	<p>Computer Science</p> <p>I can debug a simple program (find and fix a problem).</p> <p>I can create an exercise routine for the class to stay healthy! I can decompose my routine into sections and write the algorithm for all of the steps involved.</p>
<b>History</b>	<p><b>Historical Interpretation</b></p> <p>Compare 2 versions of a past event.  Compare pictures or photographs of people or events in the past.  Discuss reliability of photos/ accounts/stories.</p>					



	<p>The history of music. Look back and consolidate your learning. Learn the language of music.</p> <p>I know how to make connections between notations and musical sounds.</p>	<p>The history of music. Look back and consolidate your learning. Learn the language of music.</p> <p>I know how to make connections between notations and musical sounds.</p>	<p>The history of music. Look back and consolidate your learning. Learn the language of music.</p> <p>I know how to make connections between notations and musical sounds.</p>	<p>The history of music. Look back and consolidate your learning. Learn the language of music.</p> <p>I know how to make connections between notations and musical sounds.</p>	<p>The history of music. Look back and consolidate your learning. Learn the language of music.</p> <p>I know how to make connections between notations and musical sounds.</p>	<p>The history of music. Look back and consolidate your learning. Learn the language of music.</p> <p>I know how to make connections between notations and musical sounds.</p>
<b>Oracy</b>	<p>Hot-seating –talking with an explorer.</p> <p>Support others with sharing ideas based on their prior knowledge of explorers.</p> <p>Asking questions to find out more about famous explorers during Shipwreck museum visit.</p>					
<b>Career Links</b>	Author/illustrator Community leader	Significant person (Paul Ainsworth) DT				
<b>Community Links</b>					Local police (Keeping ourselves safe)	
<b>Local Context</b>			Our local area (geography)			
<b>Cultural Capital Enrichment</b>						
<b>British Values</b>	<p><b>Individual Liberty:</b> Further explore a growth mindset (Link to Topic of Brilliant Bodies and what the children aspire to be and how they overcome personal challenges.</p> <p><b>Tolerance:</b> RE: Who is a Muslim and how do they live?</p> <p><b>British Values:</b> Picture News</p>					
<b>British Values: Whole School</b>	<p><b>Tolerance:</b> Shrove Tuesday/Ash Wednesday, St. Piran’s Day, Mother’s Day, Good Friday/Easter Sunday.</p> <p><b>Liberty:</b> British Science Week, World Book Day, World Poetry Day.</p> <p><b>Rule of Law:</b> International Women’s Day.</p>					