

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Grammarsaurus (Place value of punctuation and grammar)	Grammarsaurus (Place value of punctuation and grammar) Spelling/Phonics: 'dge' making /j/	Grammarsaurus (Place value of punctuation and grammar) Spelling/Phonics: 'ge' making /j/	Grammarsaurus (Place value of punctuation and grammar) Spelling/Phonics: 'g' making /j/	Grammarsaurus (Place value of punctuation and grammar) Spelling/Phonics: 'c' making /s/ before 'e,' 'i,' and 'y'	Grammarsaurus (Place value of punctuation and grammar) Spelling/Phonics: 'kn' and 'gn' making /n/ at the beginning of words	Grammarsaurus (Place value of punctuation and grammar)- Spelling/Phonics: Common exception words
Maths	Place Value	Place Value	Place Value	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Money
Science	Animals incl Human Growth To identify the basic needs of humans	Animals incl Human Growth To describe the importance for humans of eating the right amounts of different types of food.	Animals incl Human Growth To describe what a healthy balanced diet looks like	Animals incl Human Growth To investigate the impact that exercise has on our bodies	Animals incl Human Growth To investigate the impact that exercise has on our bodies	Animals incl Human Growth To describe the importance of hygiene	Animals incl Human Growth To describe the needs of animals for survival

Computing	Digital Literacy To describe ways people can make themselves look differently online	Digital Literacy To explain some risks of communicating online with others I don't know well.	Digital Literacy To explain some risks of communicating online with others I don't know well	Digital Literacy To explain how information put online about me lasts a long time	Digital Literacy To demonstrate how to navigate a simple webpage to get simple information	Digital Literacy To demonstrate how to navigate a simple webpage to get simple information	Digital Literacy To create rules for using technology safely
History	To understand the idea of past/present and explain how events are ordered chronologically	To understand the idea of past/present and explain how events are ordered chronologically	To understand the idea of past/present and explain how events are ordered chronologically	To make inferences 'How, why, when, who, what' relating to 'The Great Fire of London' based on a range of historical evidence	To make inferences 'How, why, when, who, what' relating to 'The Great Fire of London' based on a range of historical evidence	To compare London in 1666 to the present day	To compare London in 1666 to the present day
Geography	To use basic geographical language to describe place	To use basic geographical language to describe place	To identify the continents, capital cities and surrounding seas of The United Kingdom	To identify the continents, capital cities and surrounding seas of The United Kingdom	To identify the seven continents and five oceans of the world	To identify the seven continents and five oceans of the world	To use simple compass directions/ directional language to describe location, features and routes on a map
Art	To learn some key facts about local artist Sir Terry Frost (abstract art)	To understand the basic use of a sketchbook and work out ideas for drawing.	To experiment with visual elements, line, shape, pattern and colour.	To use different media to create circles e.g. crayons, pastels, felt tips, charcoal and ball point.	To layer different media To explore warm and cool colours.	To layer different media To explore warm and cool colours.	To draw for a sustained period of time, from the figure and real objects

DT	Textiles/Sheet Materials - Local crafter Deb Davidson	To investigate joinings, temporary, fixed and moving. To investigate strengthening sheet materials.	To use simple pop ups.	To create hinges.	Sheet Materials: To insert paper fasteners for card linkages.	To decorate fabrics with buttons, beads, sequins, braids, ribbons.	Textiles: To join fabrics by using running stitch, glue, staples, over sewing, tape.
RE	Islam What do people think about God? What do Muslims think about God?	Islam What do Muslims think about God? What do some of the Muslim 99 beautiful names for God mean?	Islam What do Muslims think about God? What does the Shahadah say about Muslim beliefs?	Islam Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like?	Islam Why is the Prophet Muhammad so important to Muslims?	Islam What do Muslims do because they love to treat the Quran with respect?	End of unit celebration
PE	Dodging: to explore dodging and learn how to dodge effectively. Gymnastics: to explore different	Dodging: to develop dodging technique and apply this into games. Gymnastics: to develop the	Dodging: to learn the roles of attacking and defending and start to understand when we attack and when we defend.	Dodging: to apply knowledge of how, where and why to dodge in game situations working as a team.	Dodging: to consolidate knowledge of how, where and why to dodge in game situations, working in teams.	Dodging: to apply knowledge of how where and why to dodge, into a level 1 competition.	Dodging: to apply knowledge of how where and why to dodge, into a level 1 competition. Gymnastics: to perform my

	movements that can link together.	different movements that can link together on apparatus.	Gymnastics: to explore different ways I can perform the sequence. Jump, Roll, Balance.	Gymnastics: to develop the different ways I can perform a sequence on apparatus, jump, roll and balance.	Gymnastics: to create my own sequences.	Gymnastics: to perform my completed sequences.	completed sequences.
PSHE/RSHE	Me and My Relationships Our ideal classroom	Me and My Relationships How are you feeling today?	Me and My Relationships Let's all be happy!	Me and My Relationships Being a good friend	Me and My Relationships Types of bullying	Me and My Relationships Don't do that!	Me and My Relationships Bullying or teasing?
Music	Charanga I want to play in a band-Begin to recognise the basic indicators of rock music Start to learn the song 'I want to play in a band.'	Charanga I want to play in a band- Identify instrumental sections within music Sing the song and play instrumental parts within the song.	Charanga I want to play in a band- Explore improvisation using voice and/or instruments. Sing the song and improvise using voices and/or instruments.	Charanga I want to play in a band- What does composition mean? Sing the song and perform composition(s) within the song.	Charanga I want to play in a band- Prepare to perform.	Charanga I want to play in a band- Prepare to perform.	Charanga- I want to play in a band- Performing to an audience. To perform the song 'I want to be in a band' using elements explored in previous lessons.
Oracy	Performing poem/song to recall continents of the world						

Career Links	Rocks/Mining						
Community Links	Local Mining						
Local Context	Man Engine						
Cultural Capital Enrichment	DT Week	Roald Dahl Day	Coding Week	Black History Month			Inspiring Futures Project Geography Week