

Subject	Wb – 8.9.25	Wb – 15.9.25	Wb – 22.9.25	Wb – 29.9.25	Wb – 6.10.25	Wb – 13.10.25	Wb – 20.10.25
English		Jim and the Beanstalk (Narrative)	Jim and the Beanstalk (Narrative)	Jim and the Beanstalk (Narrative)	Jim and the Beanstalk (Narrative)	Jim and the Beanstalk (Narrative)	Jim and the Beanstalk (Narrative)
Maths		Place Value	Place Value	Place Value	Place Value	Addition and Subtraction	Addition and Subtraction
Science The Human Body		<p>We are learning to know that we can control our voluntary muscles, but we do not control our involuntary muscles. Muscles help us move and keep us alive. Some of our muscles are voluntary muscles that we control, such as biceps. Some of our muscles are involuntary muscles that we do not control, such as our heart.</p>	<p>We are learning to know that our bones help us to move and protect some parts of our body. Our bones give us shape, allow us to move and protect our bodies. Humans have a skeleton inside our bodies. This is called an endoskeleton. A joint is the place where our bones come together, connected by tissue called ligaments.</p>	<p>We are learning to know that the brain is the centre of the nervous system. The brain sends messages around our bodies through our nervous system. The brain is divided into different parts; each one has a different job to do. Our brain is connected to our spinal cord which passes messages to nerves in our</p>	<p>We are learning to understand that animals get nutrition from what they eat. Animals including humans cannot make their own food. We get nutrition from what we eat. A balanced diet means eating the right amount of each food group.</p>	<p>We are learning to describe the simple functions of the basic parts of the digestive system in humans. To know that the purpose of digestion is to break down food enough that it can be processed in the body. To know the basic parts of the digestive system. To understand the function of each basic part of the digestive system.</p>	<p>We are learning to be able to describe one of the many systems in our body. Assessment week – check tasks.</p>

				arms, fingers, legs and toes.			
Computing		Lesson 1 Communication	Lesson 2 Replying to an email	Lesson 3 Composing an email	Lesson 4 Attachments	Lesson 5 Email Safety	Lesson 6 Email Simulations
PE Hockey and Swimming	Swimming – Lesson 1	Hockey – Lesson 1 Develop dribbling skills with a stick and ball. Swimming – Lesson 2	Hockey – Lesson 2 Be accurate with passing/scoring and receiving skills. Develop their dribbling skills with a stick and ball. Swimming – Lesson 3	Hockey – Lesson 3 Improve combined passing and dribbling skills. Pass the ball accurately through a target (score a goal). Swimming – Lesson 4	Hockey – Lesson 4 Pass the ball accurately with power. Pass the ball accurately through a target (score a goal). Swimming – Lesson 5	Hockey – Lesson 5 Use the skills of dribbling, passing, receiving and scoring in a game situation. Develop their ability to work as a team and keep possession. Swimming – Lesson 6	Hockey – Lesson 6 Select and use all skills learnt in the festival, including umpiring skills. Swimming – Lesson 7
Geography Spatial Sense		We are learning to know that a compass shows us direction. A map shows information about an area of land. The eight points of a compass are north, north east,	We are learning to know that symbols give us information on a map. Maps were made long ago to help the army fight invasion.	We are learning to know that grid references help us locate places on a map. Grid references tell us where to find a place on a map.	We are learning to identify physical similarities and differences between two locations. Physical geography	We are learning to identify similarities and differences in human features in two places. Human geography refers to	We are learning to compare and contrast two locations. Assessment week – see plan for tasks.

		<p>east, south east, south, south west, west, north west.</p> <p>Compasses use magnetism to show direction.</p>	<p>Ordnance Survey are an organisation that produce maps of the UK.</p> <p>Maps use symbols to show us information about locations.</p>	<p>The grid references are usually labelled as either numbers or letters.</p> <p>The horizontal lines are referred to as 'northings' whereas, the vertical lines are called 'eastings'.</p>	<p>refers to natural features of the Earth.</p> <p>We can compare the physical features of different places by looking at the maps and photographs.</p> <p>We can identify the main differences between two landscapes.</p>	<p>features of the environment made by people.</p> <p>We can compare the human features of different places by looking at maps, photographs and other information.</p> <p>We can identify the similarities and differences between London and San Fransisco.</p>	
History Stone Age to Iron Age		<p>We are learning to know how people lived in Britain during the Old Stone Age (Palaeolithic) and Middle Stone Age (Mesolithic).</p> <p>When the British Isles were joined to Europe, Palaeolithic</p>	<p>We are learning to know that farming began in the Neolithic Age (New Stone Age).</p> <p>The Neolithic period was when people began farming crops and kept cattle, sheep</p>	<p>We are leaning to know that the Bronze Age began when people learned how to make objects from Bronze.</p> <p>Around 2500 BCE people in Britain learned how to make</p>	<p>We are learning to know that Stonehenge is a prehistoric monument built over 5000 years ago.</p> <p>Neolithic people began</p>	<p>We are learning to know that the Iron Age began around 800BCE when people learned to make objects from iron.</p> <p>People in Iron Age Britain</p>	<p>We are learning to recall facts from the Stone Age to the Iron Age.</p> <p>Assessment week</p>

		<p>people sometimes came to Britain to hunt. During the Mesolithic/Middle Stone Age, people in Britain were usually nomadic hunter-gatherers. Discoveries such as Howick House has helped archaeologists understand more about the lives of Mesolithic people.</p>	<p>and pigs for meat. Neolithic people polished stone and made stone tools and weapons. Archaeologists can use settlements (e.g. Skara Brae) and monuments (e.g. Stonehenge) find out about the Neolithic era.</p>	<p>objects from copper, gold and Bronze. The Beaker people held religious ceremonies at stone circles and buried their dead in circular graves often with objects including beaker pottery. Archaeologists find out about the bronze age through discoveries, e.g. Must Farm and the grave of the Amesbury Archer.</p>	<p>building Stonehenge. The monument is made up of two types of stone: sarsens (which form the larger outer circle and the horseshoe) and bluestone (the two smaller circles). It is believed that Stonehenge was used for religious ceremonies and funerals.</p>	<p>were religious, and Priests were known as Druids. People belonged to tribes and lived in hill forts. People used iron to make tools for farming (like iron-tipped ploughs) and weapons to defend themselves from enemy tribes.</p>	
Art Line		Exploring line and sketchbooks	Line Weight	Studying how artists use line in different ways	Hokusai – The Great Wave	Printing to create line	Printing to create line
DT Key Rings/ Decorations				We are learning to understand that fabric is	We are learning to understand	We are learning to make a keyring/	We are learning to evaluate our product. Questions –

				made from different materials and in different ways. Fabrics can be made from natural or synthetic materials. Wool from sheep and cotton from plants are examples of natural materials. Felt is made by pressing materials together.	how to create a design. When designing a product we need to think about who will use it, its function and aesthetic appeal. Running stitch and backstitch can be used for joining two pieces of fabric together. Backstitch is stronger than running stitch.	decoration. Materials – Tracing paper Chalk Pencil Ruler Scissors Felt Thread Pins Needle Stuffing Ribbon Ring (if making a keyring)	What did you use running stitch/backstitch for? What did you do well? If you make a keyring/decoration again what would you do differently?
Music Writing Down Music	Off the Beat – Listen and Focus	Off the Beat – Explore	Off the Beat – investigate and practise	Off the Beat – Practise and Compose	Off the Beat – Practise and Compose	Off the Beat – Perform and Evaluate	Young Voices
PSHE Rights, rules and responsibilities.	We are learning to understand the difference between rights, wants and needs, and that rights come	We are learning to recognise our responsibilities around school and at home to ourselves and others.	We are learning to recognise what it feels like to be treated with respect. We are learning to understand what is meant	We are learning to identify those in positions of authority in school and the wider community and explore	We are learning to understand why rules are needed at home and at school.	We are learning to understand how rules can be made democratically through voting. Lesson 7	We are learning to share our knowledge with others.

	with responsibilities.		by respect for others and develop skills to demonstrate this.	ways to show respect.			
RE	Enrichment Days – Vision and Values Creative Prayer	Sikhism Sir Harmandir Sahib	Sikhism Waheguru and Gurmukh	Sikhism Guru Granth Sahib	Sikhism Guru Nanak	Sikhism Sewa and Langar	Sikhism Summative
French Bonjour	We are learning to say Hello and Goodbye. Lesson One	We are learning to say our name and ask 'What is your name?'. Lesson two – Cdrom, puppets, pictures to indicate age/sex, writing opportunity.	We are learning to ask and tell how we are. Lesson Three CDROM Pictures of famous people to role play. Ca va song...	We are learning to recall names for musical instruments. Flashcards of musical instruments. Discuss gender – first opportunity to look at French words having a gender – le or la...	We are learning to recall numbers 1-10 in French. CDROM Bingo cards Word cards in French.	Online Safety (Computing)	Online Safety (Computing)