

Subject	Wb – 30-10-23	Wb – 6-11-23	Wb – 13-11-23	Wb – 20-11-23	Wb – 27-11-23	Wb – 4-12-23	Wb – 11-12-23
English	Arthur and the Golden Rope	Arthur and the Golden Rope	Arthur and the Golden Rope	Arthur and the Golden Rope	The Polar Express	The Polar Express	The Polar Express
Maths	Addition and Subtraction	Addition and subtraction	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division
Science Cycles in Nature	We are learning to know that our natural environment changes as the seasons change. Cycles are processes that repeat again and again. We have four seasons: spring, summer, autumn and winter. We have seasons because the Earth is tilted as it makes its journey around the sun.	We are learning to understand how plants can change through the seasons. During the spring, plants begin to grow. During the summer, plants grow and fruit ripens. During the autumn, plants drop their seeds and begin to die. During winter, seeds are dormant in the ground, they wait for the spring.	We are learning to know that plants grow, live and reproduce. Flowering plants produce pollen. When fertilised, pollen can join with the ovule and grow into a seed. In the right conditions, seeds grow into new plants.	We are learning to know that some animals migrate. Our winter is too cold for some animals, so they make a long journey to a warmer place. During our winter, some animals migrate south to find warmer weather. Some migrating animals include: Arctic Tern, Painted Lady butterflies, Cuckoos.	We are learning to recognise the different stages in the lifecycle of a frog. Female frogs lay eggs that are grouped together. These eggs are called frogspawn. Tadpoles with tails but no legs hatch from frogspawn. Tadpoles grow legs and lose their tails as they become frogs.	We are learning understand that there are cycles in nature. Assessment week – check tasks.	DT task
Computing	From last term to complete: Emails - Lesson 6 Email Simulations.	Unpacking hardware and software – Lesson 1 To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond.	Unpacking hardware and software – Lesson 2 To identify and describe different pieces of computer hardware and understand their functions.	Unpacking hardware and software – Lesson 3 To understand what software is and how we use it to complete tasks.	Unpacking hardware and software – Lesson 4 To explore how hardware and software interact to complete everyday tasks.	Route Planners – Lesson 1 To create simple commands in 2Go to move the turtle along a route..	Route Planners – Lesson 2 To create commands in 2Go in which the turtle turns using rotation.
PE	Gymnastics - Lesson 1	Gymnastics - Lesson 2	Gymnastics - Lesson 3	Gymnastics - Lesson 4	Gymnastics - Lesson 5	Gymnastics - Lesson 6	Gymnastics - Lesson 7

Gymnastics and Swimming	To be able to create interesting point and patch balances. Swimming – Lesson 7	To develop point and patch balances on apparatus. Swimming – Lesson 8	To develop stepping into shape jumps with control. Swimming – Lesson 9	To develop stepping into shape jumps using apparatus. Swimming – Lesson 10	To develop the straight, barrel, and forward roll. Swimming – Lesson 11	To include rolls in sequence work using apparatus. Swimming – Lesson 12	To be able to transition smoothly into and out of balances.
Geography Settlements	We are learning to know that a settlement is where people live. Settlements are where people live. A village is a settlement where a small number of people live. A city is a settlement where a large number of people live.	We are learning to know that there are different types of settlement. Hamlets are very small settlements; they can be just two or more houses. Villages have a small number of homes and sometimes have a shop. Towns and cities have many homes, offices, shops, services and transport links	We are learning to Compare and contrast urban and rural areas. Villages and hamlets are located in rural areas. Towns and cities are located in urban areas. Urban areas have more infrastructure than rural areas.	We are learning to Examine population density. Population density tells us how many people live in a given area, usually a square kilometre. Urban areas are densely populated. Rural areas are sparsely populated.	We are learning to identify the reasons for the location of settlements. In the past, settlements were found near water, for example, next to a river. In the past, settlements needed to be able to defend themselves from enemies. Large settlements today need good transport links and many services such as schools, shops and restaurants.	We are learning to know what a settlement is and name and describe its features. Assessment week – see plan for tasks.	DT Task
History Ancient Egypt	We are learning to identify the location of Egypt and understand the importance of the River Nile. Egypt is located in north -east Africa The River Nile floods, which creates fertile land	We are learning to understand that Ancient Egyptian society was hierarchical. Pharaohs were Ancient Egyptian rulers. Farmers were at the bottom of the social pyramid. Archaeologists use	We are learning to know that Ancient Egyptians worshipped many gods and believed in the afterlife. Ancient Egyptians worshipped over 2000 gods and goddesses. Ancient Egyptians believe	We are learning to know that Howard Carter discovered the tomb of Tutankhamun. Tutankhamun became Pharaoh at 9 when his father died. An archaeologist, Howard Carter	We are learning to understand that hieroglyphics can tell us about life in Ancient Egypt. Ancient Egyptians left pictures, writing and statues behind. Hieroglyphics can tell us about life in	We are learning to recall facts from Ancient Egypt. Assessment week	DT task

	for farming. Ancient Egyptians lived near the Nile as they could grow food.	artefacts and the remains of villages to find out about Ancient Egypt	Pharaohs represented Gods on Earth. They believed in the afterlife	discovered Tutankhamun's tomb. Tutankhamun was mummified and was surrounded by lots of priceless treasures.	Ancient Egypt The Rosetta Stone helped people understand hieroglyphics.		
Art Still Life	<p>We are learning to understand what a still life is and that they have been painted for a long time.</p> <p>To understand what a still life is. To understand that still lifes have been painted for a long time. To understand that styles of painting still lifes have changed.</p>	<p>We are learning to understand that artists use tone to create form.</p> <p>Form means the 3d shapes in art. In a drawing or painting an artist can create the illusion that an object is 3d rather than flat. Artists can use tone to create form. Artists can use different drawing techniques to create tone and form. Morandi made many still lifes and used cross hatching in some of them.</p>	<p>We are learning to know that artists can show form and tone using cross hatching.</p> <p>Artists can use tone to create form. Cross hatching can be used to show tone.</p>	<p>We are learning to know that artists can show form and tone using cross hatching.</p> <p>Artists can use tone to create form. Cross hatching can be used to show tone.</p>	<p>To understand that artists can use colour to create form.</p> <p>Artists can use different colours to create form. Artists use tints and shades to create form. Cezanne painted over 200 still lifes and was interested in painting everyday objects.</p>	<p>We are learning to know how to use colour to create form.</p> <p>Artists can use different colours to create form. Assessment week</p>	DT task
DT Key Rings/ Decorations.	<p>We are learning to understand that fabric is made from different materials and in different ways.</p> <p>Fabrics can be made from natural or synthetic materials.</p>	<p>We are learning to understand how to create a design.</p> <p>When designing a product we need to think about who will use it, its function and aesthetic appeal.</p>	<p>We are learning to make a keyring/ decoration.</p> <p>Materials – Tracing paper Chalk Pencil Ruler Scissors Felt</p>	<p>We are learning to evaluate our product.</p> <p>Questions – What did you use running stitch/backstitch for? What did you do well?</p>			

	Wool from sheep and cotton from plants are examples of natural materials. Felt is made by pressing materials together.	Running stitch and backstitch can be used for joining two pieces of fabric together. Backstitch is stronger than running stitch.	Thread Pins Needle Stuffing Ribbon Ring (if making a keyring)	If you make a keyring/decoration again what would you do differently?			
Music Playing in a Band	Love what we do Recorders – G, A, B, C	When the Saints go Marching in Recorders F, G, A, B, C	When the Saints go Marching in – play recorders as accompaniment Recorders F, G, A, B, C	My Bonnie lies over the Ocean Recorders F, G, A, B, C, D	Young Voices	Young Voices	Young Voices
PSHE My Emotions Anti-bullying	We are learning to be able to recognise and communicate an increasing range of emotions, both comfortable and uncomfortable. My emotions – lesson 1 and 2 – touch on why mental health is important.	We are learning to recognise some of the strengths and personal qualities of themselves and others. My Emotions – lesson 6 – qualities	We are learning to understand that how we feel can affect how we tackle things and whether or not we find them difficult My Emotions - lesson 7 – tackling problems.	We are learning to know some strategies to move from an uncomfortable state to a more positive one. My Emotions – lesson 9 – calming and relaxing	We are learning to be able to understand that difficulties that some friends have may or may not be bullying. AB – lesson 1 Touch on lesson 2 – types of bullying.	We are learning to be able to understand how bullying can occur when people do not respect and empathise with their diverse peers AB lesson 4	We are learning to be able to develop strategies for preventing bullying and responding assertively in different contexts. AB – lesson 8
RE Incarnation	We are learning to engage with the idea of baptism.	We are learning to enquire into what Christians mean by the Trinity.	We are learning to explore how the Trinity links with baptism through church practice.	We are learning to explore what the Trinity is through Biblical narrative.	We are learning to explore the Trinity through Christian narrative.	We are learning to explore the Trinity through Christian living.	We are learning to evaluate our RE learning this unit.
French Bonjour					Revision	Revision	DT task