

Subject	Wb – 5.1.26	Wb – 12.1.26	Wb – 19.1.26	Wb – 26.1.25	Wb – 2.2.26	Wb – 9.2.26
English	Arthur and the Golden Rope Diary Entry	Arthur and the Golden Rope Diary Entry	Arthur and the Golden Rope Diary Entry	Fly Non-Chronological Report	Fly Non-Chronological Report	Fly Non-Chronological Report
Maths	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division
Science Light	We are learning to understand that we need light in order to see things. Light allows us to see things. Darkness is the absence of light. The sun is the most important source of light for life on Earth.	We are learning to know that transparent materials let light through and opaque materials block light from passing through. Light travels in straight lines. Transparent materials allow light to pass through them. Opaque materials block light from passing through them.	We are learning to know that mirrors can reflect light in different ways depending on their shape. Mirrors reflect light. Convex mirrors are arched outwards. Concave mirrors have a hollow. Mirrors of different shapes reflect light differently.	We are learning to know that shadows can change shape and size throughout the day. A shadow is created when an object blocks the path of light. The Sun appears to move across the sky as our planet revolves on its axis. Shadows change in size and shape throughout the day.	We are learning to know that shadows can change shape and size throughout the day. A shadow is created when an object blocks the path of light. The Sun appears to move across the sky as our planet revolves on its axis. Shadows change in size and shape throughout the day.	We are learning to know that light is essential for life on Earth. Assessment week
Computing	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.	Route Planners – Lesson 3 To plan algorithms and write 2Go code that uses angle of turn.	Route Planners – Lesson 4 To use 90° and 45° angles in 2Go.	Route Planners – Lesson 5 To use the repeat algorithms and coding in 2Go.	Assessment
PE Badminton Dance	From last term to complete: Gymnastics – Lesson 5 To develop the straight, barrel and forward roll. (5) OAA – Lesson 1 To develop cooperation and teamwork skills.	From last term to complete: Gymnastics – Lesson 6 To transition smoothly into and out of balances. (7) OAA – Lesson 2	From last term to complete: Gymnastics – Lesson 7 To create a sequence with matching and contrasting actions and shapes. (9) OAA – Lesson 3 To involve all team	Dance - Lesson 1 OAA – Lesson 4 To develop trust whilst listening to others and following instructions.	Dance – Lesson 2 OAA – Lesson 5 To identify objects, draw and follow a simple map.	Dance - Lesson 3 OAA – Lesson 6 To draw a route using directions, orientate a map and navigate around a grid.

			members to work towards a shared goal.			
Geography Rivers.	<p>We are learning to know that a river is a flowing body of water that begins at the source and journeys to the sea.</p> <p>Throughout time people have lived by rivers and used them for food and transport.</p> <p>Every river begins as a stream and starts at a 'source', and ends with an estuary.</p> <p>When streams merge together they form a river.</p>	<p>We are learning to identify rivers in Europe.</p> <p>The River Thames is the longest river in England. Many rivers in England flow through more than one county, but many rivers in Europe will flow through more than one country.</p> <p>The River Danube flows through ten European countries.</p>	<p>We are learning to identify rivers in Africa.</p> <p>There are two main rivers flowing through Africa- the Nile and the Niger.</p> <p>Both rivers flow through more than one country.</p> <p>Both rivers are important for trade and travel.</p>	<p>We are learning to identify rivers in Asia.</p> <p>There are five important rivers in Asia- The Yellow, the Yangtze, the Ob, the Ganges and the Indus.</p> <p>The Yellow and the Yangtze flow through China.</p> <p>Ancient Indian civilisation began along the river Indus.</p>	<p>We are learning to recognise major rivers in North America, South America and Australia.</p> <p>The Amazon River is located in South America and is being debated as either the longest or second longest river in the world.</p> <p>The Mississippi River is located in North America.</p> <p>The Murray River is located in Australia.</p> <p>Dams are built by people to control the flow of</p>	<p>We are learning to recognise rivers of the world and how humans are connected to them.</p> <p>Assessment week</p>
History Anglo-Saxons.	<p>We are learning to know the Anglo Saxons came to England after the Romans left.</p> <p>After the Romans left Britain around 410 CE, the Anglo Saxons invaded. The Anglo Saxons were made up of the Angles, Saxons and the Jutes and divided England into kingdoms.</p> <p>The three largest Anglo-Saxon kingdoms were Northumbria, Mercia and Wessex.</p>	<p>We are learning to know that the Picts and the Scots were early settlers in Scotland.</p> <p>The Romans were unable to defeat the Picts when they invaded Britain. The Scots and the Picts both lived in Scotland, separated by the Grampian Mountains.</p> <p>The area of Scotland called Pictland merged with the kingdom of Dál Riata. This formed the kingdom of Alba, later known as Scotland.</p>	<p>We are learning to know what life was like in an Anglo Saxon settlement.</p> <p>There was a big difference between the lives of rich and poor Anglo Saxons. Many Anglo Saxons were farmers and grew crops and kept animals.</p> <p>Most Anglo Saxon children didn't learn to read or write, and worked like their parents.</p>	<p>We are learning to know that over time many Anglo Saxon people converted to Christianity.</p> <p>Anglo Saxons were skilled craft workers and enjoyed playing games, feasting and telling stories.</p> <p>The Pope sent a Monk to England to try and convert the Anglo Saxons to Christianity.</p> <p>A monk called Bede wrote a book about Anglo Saxon history and how people converted to Christianity.</p>	<p>We are learning to explain why shipbuilding skills helped the Vikings to explore.</p> <p>The Vikings were very good at ship building and exploring.</p> <p>Their strong ships allowed them to explore far over the seas.</p> <p>Vikings raided and also traded around the world.</p>	<p>We are learning to know that the Vikings invaded Britain.</p> <p>In 793, the Vikings raided the monastery of St Cuthbert on Lindisfarne.</p> <p>The Vikings killed many people and stole valuable things from the places they attacked.</p> <p>There are lots of things remaining in Britain today that show the Vikings lived here.</p>
Art Art of Ancient Egypt	<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</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.</p> <p>Artists use tints and shades to create form.</p> <p>Cezanne painted over</p>	<p>We are learning to know the ancient Egyptians created different pieces of art.</p> <p>The Ancient Egyptians created many different pieces of artwork including: sculptures,</p>	<p>We are learning to know that a bust means a sculpture of the head and shoulders.</p> <p>A sculpture of a person's head and shoulders is called a bust.</p>	<p>We are learning to know that the Ancient Egyptians made the first paper called papyrus.</p> <p>To know that the Ancient Egyptians made paper called papyrus from a plant.</p>

	<p>lives 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>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.</p> <p>Assessment week</p>	<p>wall paintings and architecture.</p> <p>Artwork was often placed in Ancient Egyptian tombs.</p> <p>Egyptian art can show us things about life in ancient Egypt like how powerful Pharaohs were.</p> <p>We are learning to know that the Great Sphinx is a large statue built by the Ancient Egyptians.</p> <p>The Ancient Egyptians created large statues. One of the large statues the Ancient Egyptians created is called the Great Sphinx.</p> <p>A sphinx is a mythical creature with a body of a lion and the head of a human</p>	<p>The bust of Nefertiti is a very famous sculpture. The bust of Nefertiti shows her as a very beautiful and important person metal or jewellery.</p> <p>We are learning to know that bust means a sculpture of the head and shoulders.</p> <p>A sculpture of a person's head and shoulders is called a bust.</p> <p>The bust of Nefertiti is a very famous sculpture. The bust of Nefertiti shows her as a very beautiful and important person metal or jewellery.</p>	<p>The AE used papyrus for writing and drawing on.</p> <p>Some of the Book of the Dead is drawn/written on Papyrus.</p> <p>We are learning to know that the Ancient Egyptians used art to show what they believed in.</p> <p>Assessment week</p> <p>The Ancient Egyptians created art showing the gods they believed in. Many Ancient Egyptian gods are shown with a human body and an animal head.</p>
DT Pop-up Books	<p>We are learning to understand how a linkage mechanism works.</p> <p>Levers can be joined together to form linkages</p> <p>Linkages are used to change direction of motion</p> <p>Linkages have fixed and moving pivots</p> <p>We are learning to understand how to create a design.</p> <p>Designing means planning and drawing what a product will look like and how it will work</p> <p>When designing a product we need to think carefully about the materials we will use.</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 follow plan to create product.</p> <p><u>Skills</u></p> <p>Selecting tools/materials</p> <p>Cutting</p> <p>Gluing</p> <p>Joining</p> <p>Decorating</p> <p>Finishing</p>					

	We are learning to evaluate our products. Share evaluation questions with a partner.					
Music	To know that Vivaldi wrote four violin concertos called <i>The Four Seasons</i>	To know that Vivaldi's <i>The Four Seasons</i> are examples of 'programme' music	To know that 'Winter' by Vivaldi and 'California Dreamin'' both use a minor tonality.	To know that we can use symbols to represent pitch	To know 'ritornello' means a structure used in concertos where the full orchestra alternates with the soloist	To know that we can evaluate a performance to make it better next time
PSHE Diversity and Communities	We are learning to explore how perceived differences and similarities help to build a sense of identity. Lesson One What is identity and how are we the same as or different from our peers? and Lesson Two – how I see myself scale and brief chat on stereotypes	We are learning to know that families are made up in a variety of ways. Lesson Three Explore some of the different family units there can be – discuss our own families and how they are all different and the roles within our families are different. Play game in 3.2 – last pair standing...	We are learning to understand that there are many cultures, beliefs and traditions in our country. Lesson 4 – 4.2 – I think people use race to describe... explore the ideas of the children and correct misconceptions, exploring our understanding. Use resource – character sketches – see plan. What makes up our ethnic origin? Chn to write sentences.... Answering 4.4 or as in 4.5	We are learning to understand the importance of valuing difference and diversity. Lessons five and six... Watch Along came a Different https://www.youtube.com/watch?v=q_bIsPzxWM and discuss as in 5.1 Explore 6.2 looking at how stereotypes can be unhelpful. Remind chn of Mary Seacote and how the stereotypes against her could have stopped her from being an amazing nurse and helping so many injured people but she didn't let them.	We are learning to understand how to care for the local environment. Lesson ten Follow lesson plan – litter pick and watch The trouble with Dragons https://www.youtube.com/watch?v=UCZmLFeK3TM	We are learning to understand how to care for the local environment. Use what we have learnt to write a letter or create a poster to promote 'ecowarriors'
RE What is a good life? (Non-Religious World Views)	What are equality, equity and justice?	Who was James Baldwin?	What are the key principles of Humanism?	Humanist approaches to living a good life	The Golden Rule in James Baldwin's life	Summative Assessment
French Mon corp	We are learning to name body parts and describe them.	We are learning to name body parts and describe them.	We are learning to name the days of the week.	We are learning to name body parts and describe them.	Revision	Revision

