

Subject	Wb – 1.6.26	Wb –8.6.26	Wb – 15.6.26	Wb – 22.6.26	Wb – 29.6.26	Wb – 6.7.26	Wb – 12.7.26
English	A Midsummer Night's Dream	A Midsummer Night's Dream	A Midsummer Night's Dream	A Midsummer Night's Dream	A Midsummer Night's Dream	A Midsummer Night's Dream	A Midsummer Night's Dream
Maths	Fractions	Fractions/Decimals	Decimals	Decimals	Money	Money	Time
Science Forces and Magnets	We are learning to know that a force is a push or a pull. Gravity is a force that makes objects fall to the ground. The effect of a force is to make something move, or change speed, direction or shape. We can change the amount of force we use when we push and pull things.	We are learning to know that friction is the force between two surfaces. When a car rolls down a slope, the force of friction can slow it down. Rough surfaces create greater friction. Smooth surfaces create less friction.	We are learning to understand that magnets have an invisible push or pull force. Magnetic force is an invisible push or pull force. When a magnet pushes an object away, we say it repels it. If a magnet pulls an object towards it, we say it attracts it. A lodestone is a naturally occurring rock that has magnetic properties.	We are learning to know that magnets have poles and a magnetic field. A magnet has two opposite poles, the north and south pole. A magnetic field is the space around a magnet where the magnetic force can be felt.	We are learning to know that not all magnetic forces are the same strength. Larger magnets are often, but not always, the strongest. The strength of magnetic force can be tested. Magnetic strength can be weakened over time.	Assessment week To be able to explain that we cannot see forces, but we can see the impact they have, using examples of gravity, friction and magnetism. Specific Knowledge Goals: Gravity is a force that causes things to fall to the ground when dropped. • Friction is a force between two objects that slows down the moving object. • Magnets have two poles and like poles repel whereas unlike poles attract. • Magnets have different strengths.	
Computing Spreadsheets and Publisher	Spreadsheets – Lesson 5 Solving real-life problems with spreadsheet	Spreadsheets – Lesson 5 Solving real-life problems with spreadsheet Transition afternoon	Google slides - To learn how to open slides, add text and change how it looks.	Google Slides - To learn how to add slides, change slide designs and insert pictures into a presentation.	Google Slides - To add animations to pictures and text, and transition between slides.	Google Slides - To create an effective presentation.	Google slides - To complete and present a slideshow to an audience.
PE Badminton, Athletics, Young Leader	Intra-School Festival Athletics - Area Sports	Athletics - Area Sports Tag Rugby Competition	Year 5 - Young Leaders Programme - Week 2	Badminton - Lesson 4 To develop reaction time, forehand and backhand and grip a shuttle correctly.	Badminton - Lesson 5 To refine lunging technique and develop hand eye coordination	Sports Day Handball - Lesson 2	Badminton - Lesson 6 To apply all the previously learnt

Programme and Handball	Year 4 - Young Leaders Programme - Week 1 Year 3 - Play Leaders - Circle Games		Year 6 - Play Leaders - Circle Games Year 5 - Young Leaders Programme - Week 3 Year 6 - Play Leaders - Circle Games		and overarm throwing action. Handball - Lesson 1		skills to a range of badminton activities. Handball - Lesson 3 and 4
Geography Asia: India and China	We are learning to know that both India and China are countries in the continent of Asia. India and China are both located in Asia. Many people live in India and China. New Delhi is the capital of India and Beijing is the Capital of China.	We are learning to understand that India's landscape is diverse. To know that India's physical geography includes mountains, desert and jungle. To know India has a range of different climates. To know India has a large population of 1.3 billion.	We are learning to recognise human and physical features of China. China is the biggest country in the world with a very large population. 20% of China is desert, including the Gobi desert. A plateau is a high area of flat land.	We are learning to know that the Indus and Ganges Rivers are important Indian rivers. An ancient civilisation grew in the Indus Valley which gave India its name. The Ganges is sacred to Hindus and pilgrims bathe in its waters. The Ganges and Indus rivers provide fertile soil and water for farming nearby.	We are learning to understand that the Great Wall of China was built to defend China. Qin Shi Huangdi was the first Emperor of China. Qin Shi Huangdi ordered that a wall was built to protect China from invaders. The building of the Great Wall of China went on for longer than Qin Shi Huangdi's lifetime.	Assessment week To compare and contrast India and China. Application of geographical knowledge: To know that many of the world's ancient civilisations started near a river. To know the physical and human features of India. To know the physical and human features of China.	Consolidation Week
History The War of the Roses	We are learning to understand that the Wars of the Roses were fought between two families who had a claim to the throne. The Wars of the Roses were fought between two families: The House of Lancaster (red rose), and the House of York (white rose). It was a Civil War that lasted from 1455-1485	We are learning to know that Edward IV (House of York) took the throne from Henry VI (House of Lancaster). Henry VI (House of Lancaster) was believed by many at the time to have the strongest claim to the throne Henry VI suffered from poor mental health and lost wars and land against the French	We are learning to know that Richard III took the throne from his nephew and made himself king. When Edward IV died, his son became king. Richard III locked away the princes in the Tower of London. He said this was to keep them safe. Richard has been accused of killing Edward IV's sons—his own nephews—so that he could become king.	We are learning to understand how Henry VII became king. Henry Tudor was a Lancastrian from Wales, who killed Richard III at the Battle of Bosworth Field. Henry Tudor became Henry VII, the first Tudor King. Richard III's remains were found in 2013 near the location of Bosworth Field.	We are learning to understand how Henry VII ended the Wars of the Roses. Henry VII was the first Tudor King Henry VII, a Lancastrian, married the daughter of Edward IV from the House of York. This union between the two warring houses, Lancaster and York, was represented in the Tudor Rose.	Assessment Week To know what happened during the Wars of the Roses. Specific Knowledge Goals: The Wars of the Roses was a civil war fought between 1455 and 1485 between two families for the English throne- the House of York and the House of Lancaster The Lancastrian king Henry VI, who was known as the 'mad king', was defeated by Edward IV (York)	Consolidation week.

	At the start of the Wars, Henry VI from the House of Lancaster was King. The House of York wanted to seize power from him.	Edward IV defeated Henry VI at the Battle of Towton and made himself king of England				Edward V was still young when his father died, so his uncle Richard ruled for him as protector. Richard III later took the throne from his nephew Edward V and became king. Edward and his brother were never seen again. Richard III was defeated and killed by Henry Tudor at the Battle of Bosworth in 1485. Henry Tudor was a Lancastrian and married Elizabeth	
Art Modern Architecture	We are learning to compare modern and traditional architecture. Modern architecture means buildings that have been designed and built recently. Modern architecture can look different from traditional architecture using different materials, shapes and lines. The Guggenheim Museum uses curves and is largely made out of metal.	We are learning to understand that the function of a building affects its design. An architect considers the function of a building when designing it. The function of a building will affect its design. Miralles thought about the function of the Scottish Parliament when designing the Scottish parliament buildings.	We are learning to understand that architects use different things to inspire their designs. Architects use different things to inspire their designs. A new Serpentine Pavilion is designed and built each year in Kensington Palace Gardens. The London Aquatics Centre was inspired by the movement of water.	We are learning to consider the process an architect takes to design a building. An architect produces drawings and models to design a building. An architect produces architectural drawings to show a builder how to build the building. An architectural drawing shows different views of the building and includes lots of detail.	We are learning to consider the process an architect takes to design a building. An architect produces drawings and models to design a building. An architect produces architectural drawings to show a builder how to build the building. An architectural drawing shows different views of the building and includes lots of detail.	We are learning to understand that an engineer works out how a building will stand up safely. Construction means the act of putting a building up. An engineer works out how a building will stand up safely. The Millau Viaduct is the tallest bridge in the world and is a feat of engineering.	Consolidation Week
DT Food Tech – Pasta Bread and Butter	Pasta – Introduction to the Recipe	Pasta – Make and Taste and evaluate	Bread and Butter – Introduction to the recipe	Bread and Butter – Make and Taste and evaluate			

Music Indian Classical Music	To know there are two main types of Indian classical music from Northern and Southern India	To know that Ravi Shankar was a famous sitar player	To know that the name for a rhythmic piece of music on the tablā is called a ṭukḍā	To know that Indian classical music uses a drone	To know that players of Indian classical music need to communicate when they play together	To know that players of Indian classical music need to communicate when they play together	
PSHE Managing Change	We are learning to identify changes that they and other children may experience in their lives.	We are learning to know how and why friendships might change, and how this might feel.	We are learning to be able to identify situations which involve temporary or permanent loss, and describe how someone might feel.	We are learning to develop strategies for managing feelings associated with loss and change.	We are learning to know who can help them if they are experiencing difficult emotions, and know how to access support or approach someone.	We are learning to understand that some changes are wanted and that they can plan for them.	We are learning to understand what they have learned and be able to share it with others.
RE Do Christians have to believe in God? (part 2)	Asking Theo's and Livvy's questions	2 Quaker Christianity: timeline	3 Quaker Christianity: Inner Light	4 Case study: Quaker worship	5 Case study: Quaker social action	6 Do Christians have to believe in God as Trinity?	
French Bon Anniversaire	We are learning to name members of our family.	We are learning to say the letters of the alphabet in French.	We are learning to name household objects.	We are learning to use prepositional words in our sentences in French.			