



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English- Reading	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency
English- Writing	Text: The Baker's Boy and the Great Fire of London	Text: The Baker's Boy and the Great Fire of London	Text: The Baker's Boy and the Great Fire of London	Text: The Baker's Boy and the Great Fire of London	Text: The Baker's Boy and the Great Fire of London	Text: The Baker's Boy and the Great Fire of London
	Key focus: Short sentences	Key focus: Character Description	Key focus: Setting Description	Key focus: Write a narrative in the style of 'The Baker's Boy and the Great Fire of London.'	Key focus: Developing and improving our narratives in the style of 'The Baker's Boy and the Great Fire of London.'	Key focus: Developing and improving our narratives in the style of 'The Baker's Boy and the Great Fire of London.'
English- GPS	Grammar: Time Prepositions	Grammar: Possessive apostrophes	Grammar: Possessive apostrophes	Grammar: Past progressive	Grammar: Past progressive	Grammar: Subordination (if, when, because)
PRE PRE WORD PRES	Spelling rule: kn and gn (n sound)	Spelling rule: 'igh' spelt y	Spelling rule: Adding -ing (short vowel)	Spelling rule: Adding - ing (ending with e)	Spelling rule: j sound	Spelling rule: Suffix -ed (2 consonants)
Mathematics	Maths unit: Time	Maths unit: Time	Maths unit: Time/Fractions	Maths unit: Fractions	Maths unit: Fractions	Maths unit: Fractions/ Adding and Subtracting 2-digit numbers
	Key Learning: To know that there are 24 hours in one day.	Key Learning: To identify "quarter to" on an analogue clock.	Key Learning: To calculate durations of time in minutes.	Key Learning: To identify half of a shape.	Key Learning: To identify fractions of quantity and shape.	Key Learning: To identify fractions of a quantity and shape.
	To know that there are 60 minutes in one hour.	To read the time	To calculate	To identify half, quarter and third of a	To identify non-unit fractions of quantity and	To identify one half and two quarters as equivalent





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	To identify "quarter past" on an analogue clock.	"past" the hour on the clock to the nearest five minutes To read the time "to" the hour on the clock to the nearest five minutes. To sequence daily events.	durations of time in hours and minutes. To relate half and quarter to division. To identify the parts of a fraction.	shape. To identify non-unit fractions of a shape. To find unit fractions of a quantity.	shape. To identify equivalent fractions.	fractions. To use the 'Make ten' strategy to add ones.
Science	Science unit: Everyday Materials	Science unit: Everyday Materials	Science unit: Everyday Materials	Science unit: Everyday Materials	Science unit: Everyday Materials	Science unit: Everyday Materials
	Key Learning: Understand the suitability of materials for different purposes.	Key Learning: To explore the properties of a material.	Key Learning: To be able to write a conclusion about an experiment.	Key Learning: To explore the absorbency of different materials.	Key Learning: To be able to write an evaluation of an experiment.	Key Learning: To be able to write an evaluation of an experiment.
Computing	Computing unit: We Are Photographers	Computing unit: We Are Photographers	Computing unit: We Are Photographers	Computing unit: We Are Photographers	Computing unit: We Are Photographers	Computing unit: We Are Photographers
<u>Essignativarian</u>	Key Learning: Understand what makes a good photo.	Key Learning: Understand how digital cameras work.	Key Learning: Develop skills in taking effective photos.	Key Learning: Evaluate photos taken critically.	Key Learning: Use the iPad photos app to make, edit and enhance their photos.	Key Learning: Use the iPad photos app to make, edit and enhance their photos.
History	History unit: The Great Fire of London	History unit: The Great Fire of London	History unit: The Great Fire of London	History unit: The Great Fire of London	History unit: The Great Fire of London	History unit: The Great Fire of London
	Key Learning: Use sources of evidence to explain what London was like in 1666.	Key Learning: Explain the causes and consequences of what happened on 2nd September 1666.	Key Learning: Explain how the fire spread using written evidence from the time.	Key Learning: Use evidence to help interpret the impact of the fire on London.	Key Learning: Create a timeline of the Great Fire of London and explain the significance of this event today.	Key Learning: Create a timeline of the Great Fire of London and explain the significance of this event today.





Art	Art Focus: Sculpture and 3D Key Learning: To use my hands as a tool to shape clay.	Art Focus: Sculpture and 3D Key Learning: To use impressing and joining techniques to decorate a clay tile.	Art Focus: Sculpture and 3D Key Learning: To use drawing to plan the features of a 3D model.	Art Focus: Sculpture and 3D Key Learning: To make a 3D clay tile from a drawn design.	Art Focus: Sculpture and 3D Key Learning: To use my design to guide my clay work. To make a 3D clay tile from a drawn design.	Art Focus: Sculpture and 3D Key Learning: To make a 3D clay tile from a drawn design.	
DT	DT Unit: Mechanism - Moving monsters Key Learning: Explore existing objects and understand how they move. Evaluate objects and how they move. Explore different design options Make a moving monster. Outcome: Mechanical paper moving monster.						
RE 30	Key Question: Who is a Muslim and what do they believe?	Key Question: Who is a Muslim and what do they believe?	Key Question: Who is a Muslim and what do they believe?	Key Question: Who is a Muslim and what do they believe?	Key Question: Who is a Muslim and what do they believe?	Key Question: Who is a Muslim and what do they believe?	
	Key Learning: To understand where people believe they might find God.	Key Learning: To understand who the Prophet Muhammed is.	Key Learning: To understand what Muslim stories, teach.	Key Learning: To understand what makes a place special.	Key Learning: To understand what a Mosque is.	Key Learning: To understand different areas of a mosque	





PSHE/RSE	PSHE Unit: Keeping Safe Key Learning: Explain simple issues of safety and responsibility about medicines and their use.	PSHE Unit: Keeping Safe Key Learning: Identify situations in which they would feel safe or unsafe	PSHE Unit: Keeping Safe Key Learning: Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.	PSHE Unit: Keeping Safe Key learning: Be able to express if they do not like something and know who to talk to if something makes them uncomfortable.	PSHE Unit: Keeping Safe Key Learning: Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.	PSHE Unit: Keeping Safe Recap key learning
PE	PE Unit: Dance Key Learning: The focus of the learning is to respond to the stimulus using a range of different, controlled movements PE Unit: Gymnastics The focus of the learning is to apply 'champion gymnastics' to explore different movements that pupils can link together.	PE Unit: Dance Key Learning: The focus of the learning is to develop our character work, adding movements, expression and emotion to our motif. PE Unit: Gymnastics The focus of the learning is to apply 'champion gymnastics' to develop the different movements that pupils can link together	PE Unit: Dance Key Learning: The focus of the learning is to develop our character work, adding movements, expression and emotion to our motif. PE Unit: Gymnastics The focus of the learning is to apply 'champion gymnastics' to explore different ways pupils can perform the sequence. Jump, Roll, Balance.	PE Unit: Dance Key Learning: The focus of the learning is to explore a variety of movements in a character (explorer and jungle animal) with a partner. PE Unit: Gymnastics The focus of the learning is to apply 'champion gymnastics' to develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance.	PE Unit: Dance Key Learning: The focus of the learning is extend our sequences as our characters (explorer and jungle animal). PE Unit: Gymnastics The focus of the learning is for pupils to apply 'champion gymnastics' to create their own sequences.	PE Unit: Dance Key Learning: The focus of the learning is to consolidate our learning from previous suggested sequences of learning performing a sequence with extended movements. PE Unit: Gymnastics The focus of the learning is for pupils to perform their completed sequences. This is an opportunity for teacher assessment and pupils to experience performing their work.
Music	Music Unit: I Wanna Play In A Band	Music Unit: I Wanna Play In A Band	Music Unit: I Wanna Play In A Band	Music Unit: I Wanna Play In A Band	Music Unit: I Wanna Play In A Band	Music Unit: I Wanna Play In A Band





Key Learning: Listen and appraise a

song.

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