



| Subject   | Week 1   | Week 2   | Week 3  | Week 4   | Week 5   | Week 6   |
|---|--|--|---|--|--|--|
| English-<br>Reading   | <b>Text:</b><br>For Forest                           | Text:<br>For Forest  | Text:<br>Max and the Millions   | <b>Text:</b><br>Max and the Millions   | <b>Text:</b><br>My Secret War Diary by<br>Flossie Albright | <b>Text:</b><br>My Secret War Diary<br>by Flossie Albright     |
|   | Reading Skill:<br>Vocabulary                         | Reading Skill:<br>Inference  | Reading Skill:<br>Vocabulary  | Reading Skill:<br>Prediction   | <b>Reading Skill:</b><br>Vocabulary                        | Reading Skill:<br>Inference                                    |
| English- Writing  | <b>Text:</b><br>The Geat: Beowulf<br>and Grendel     | <b>Text:</b><br>The Geat: Beowulf<br>and Grendel                           | <b>Text:</b><br>The Geat: Beowulf and<br>Grendel                              | <b>Text:</b><br>The Geat: Beowulf and<br>Grendel                                     | <b>Text:</b><br>The Geat: Beowulf and<br>Grendel           | <b>Text:</b><br>The Geat: Beowulf and<br>Grendel               |
|   | Key focus:<br>Setting description                    | Key focus:<br>Character description  | Key focus:<br>Wanted Poster   | Key focus:<br>Sequencing of events of a story  | Key focus:<br>Informal letter                              | Key focus:<br>Kennings poem                                    |
| English- GPS  | <b>Grammar:</b><br>Expanded noun<br>phrases          | <b>Grammar:</b><br>Similes and<br>metaphors                                | Grammar:<br>Editing<br>Spelling rule:   | Grammar:<br>Fronted adverbials<br>Spelling rule:                                     | Grammar:<br>improving our writing<br>Spelling rule:        | Grammar:<br>Vocabulary<br>Spelling rule:                       |
| RAGE<br>ANGES<br>PRES<br>PRES<br>PRES<br>PRES<br>PRES<br>PRES<br>PRES<br>PR | Spelling rule:<br>sh spelt ch                        | Spelling rule:<br>gue  | que   | homophones   | homophones   | s spelt sc   |
| Mathematics   | <b>Maths unit:</b><br>Multiplication and<br>Division | Maths unit:<br>Fractions   | Maths unit:<br>Fractions  | <b>Maths unit:</b><br>Fractions  | Maths unit:<br>Fractions                                   | <b>Maths unit:</b><br>Time                                     |
|   | Key Learning: Short division                         | Key Learning:<br>Identifying fractions<br>and fractions of an<br>amounting | Key Learning:<br>Equivalent fractions,<br>comparing and<br>ordering fractions | <b>Key Learning:</b><br>Converting fractions,<br>adding and subtracting<br>fractions | Key Learning:<br>Fraction word problems                    | <b>Key Learning:</b><br>Reading Analogue and<br>Digital clocks |
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| Science   | Science unit:<br>Electricity<br>Key Learning:<br>Electrical appliances                | Science unit:<br>Electricity<br>Key Learning:<br>Simple series circuits                          | Science unit:<br>Electricity<br>Key Learning:<br>Investigation problems<br>in series circuits | Science unit:<br>Electricity<br>Key Learning:<br>Insulators and conductors                          | Science unit:<br>Electricity<br>Key Learning:<br>Investigating switches                        | Science unit:<br>Electricity<br>Key Learning:<br>Investigating switches                                     |
|---|---|--|---|---|--|---|
|   | Computing unit:<br>We are Musicians<br>Key Learning:<br>Creating a percussion<br>loop | Computing unit:<br>We are Musicians<br>Key Learning:<br>Experiment with the<br>touch instruments | Computing unit:<br>We are Musicians<br>Key Learning:<br>Create a tune in piano<br>roll view   | Computing unit:<br>We are Musicians<br>Key Learning:<br>Create a piece of music<br>using live loops | <b>Computing unit:</b><br>We are Musicians<br><b>Key Learning:</b><br>Refine a piece of music  | Computing unit:<br>We are Musicians<br>Key Learning:<br>Perform a piece of<br>music                         |
| History<br><b>Geography</b><br><b>Geography</b> | Geography unit:<br>Bee Conservation<br>Key Learning: Why<br>bees are important        | Geography unit:<br>Bee Conservation<br>Key Learning:<br>Key Issues affecting<br>Bees             | Geography unit:<br>Bee Conservation<br>Key Learning:<br>How can our school<br>help bees       | Geography unit:<br>Bee Conservation<br>Key Learning:<br>Plan out ways to help<br>bees               | History unit:<br>Anglo-Saxons and<br>Vikings<br>Key Learning:<br>England in the 4th<br>Century | History unit:<br>Anglo-Saxons and<br>Vikings<br>Key Learning:<br>Life after the fall of the<br>Roman Empire |





| Art | Art Focus:<br>Painting and Mixed<br>Media<br>Key Learning:<br>Artist Study Clara<br>Peeters  | Art Focus:<br>Painting and Mixed<br>Media<br>Key Learning:<br>To explore painting<br>techniques. | Art Focus:<br>Painting and Mixed<br>Media<br>Key Learning:<br>To explore painting<br>techniques. | Art Focus:<br>Painting and Mixed Media<br>Key Learning:<br>To consider proportion<br>and composition when<br>planning a still life<br>painting. | Art Focus:<br>Painting and Mixed<br>Media<br>Key Learning:<br>To apply knowledge of<br>colour mixing and<br>painting techniques to<br>create a finished piece. | Art Focus:<br>Painting and Mixed<br>Media<br>Key Learning:<br>To apply knowledge of<br>colour mixing and<br>painting techniques to<br>create a finished piece |  |
|-----|--|--|--|---|--|---|--|
| DT  | DT Unit: Electrical Systems - Torches  |  |  |   |  |   |  |
|     | Key Learning:<br>Understanding how a series circuit works<br>Creating a design criterion based on user needs<br>Making a torch from a design brief,<br>Evaluating my design for my torch |  |  |   |  |   |  |
|     | <b>Outcome:</b><br>Create a torch using a simple series circuit considering the user needs.  |  |  |   |  |   |  |
| RE  | Key Question:<br>Why is Jesus inspiring<br>to some people?   | Key Question:<br>Why is Jesus<br>inspiring to some<br>people?                                    | Key Question:<br>Why is Jesus inspiring<br>to some people?                                       | Key Question:<br>Why is Jesus inspiring to<br>some people?  | Key Question:<br>Why is Jesus inspiring<br>to some people?   | Key Question:<br>Why is Jesus inspiring<br>to some people?  |  |
|     | Key Learning:<br>Characteristics of an<br>inspirational person   | Key Learning:<br>How Jesus is<br>portrayed in different<br>ways                                  | <b>Key Learning:</b><br>Jesus' Miracles  | <b>Key Learning:</b><br>Impact Jesus can have<br>on Christian's lives   | Key Learning:<br>Contemporary<br>inspirational Christians  | <b>Key Learning:</b><br>Contemporary<br>inspirational Christians  |  |





| PSHE/RSE   | <b>PSHE Unit:</b><br>Keeping Safe  | <b>PSHE Unit:</b><br>Keeping Safe  | <b>PSHE Unit:</b><br>Keeping Safe   | <b>PSHE Unit:</b><br>Keeping Safe   | <b>PSHE Unit:</b><br>Keeping Safe   | <b>PSHE Unit:</b><br>Keeping Safe                                 |
|------------|--|--|---|---|---|---|
|            | <b>Key Learning:</b><br>Danger, Risk or<br>Hazard?   | <b>Key Learning:</b><br>Keeping ourselves<br>safe  | <b>Key Learning:</b><br>Positive and negative<br>influences                                 | <b>Key Learning:</b><br>Risks of cigarettes and<br>alcohol on a person's<br>body                      | Key Learning:<br>Implications of sharing<br>photos without consent                    | Key Learning:<br>Strategies for keeping<br>safe online            |
| PE         | <b>PE Unit:</b><br>Dance - World War 2   | <b>PE Unit:</b><br>Dance - World War 2   | <b>PE Unit:</b><br>Dance - World War 2  | <b>PE Unit:</b><br>Dance - World War 2  | <b>PE Unit:</b><br>Dance - World War 2  | <b>PE Unit:</b><br>Dance - World War 2                            |
|            | Key Learning:<br>Creating movements<br>that are creative and<br>include character<br>expression. | Key Learning:<br>Creating sequences<br>in a small group<br>whilst performing in<br>character | Key Learning:<br>Developing sequences<br>in a small group that<br>show character<br>emotion | Key Learning:<br>The Blitz: Extending<br>sequences in small<br>groups with clear<br>character emotion | <b>Key Learning:</b><br>Battle of Britain:<br>Creating movements<br>that interconnect | <b>Key Learning:</b><br>Battle of Britain:<br>Performing sequence |
|            | <b>PE Unit:</b><br>Gymnastics - Bridges  | <b>PE Unit:</b><br>Gymnastics - Bridges  | <b>PE Unit:</b><br>Gymnastics - Bridges   | <b>PE Unit:</b><br>Gymnastics - Bridges   | PE Unit:<br>Gymnastics - Bridges  | PE Unit:<br>Gymnastics - Bridges                                  |
|            | Key Learning:<br>Introduction to<br>Bridges  | <b>Key Learning:</b><br>Application of bridge<br>learning onto<br>apparatus                  | Key Learning:<br>Developing sequence<br>ideas with bridges                                  | Key Learning:<br>Sequence formation   | Key Learning:<br>Sequence completion  | Key Learning:<br>Sequence completion                              |
| Music      | Music Unit:<br>Stop!   | Music Unit:<br>Stop!   | Music Unit:<br>Stop!  | Music Unit:<br>Stop!  | Music Unit:<br>Stop!  | Music Unit:<br>Stop!  |
| (g)<br>JJJ | <b>Key Learning:</b><br>Listening and<br>appraising the song.<br>Learning the song.              | Key Learning:<br>Introducing<br>instruments to our<br>song.                                  | <b>Key Learning:</b><br>Improvising and<br>Composing  | <b>Key Learning:</b><br>Composing and<br>Performing   | Key Learning:<br>Performing the piece of<br>music                                     | <b>Key Learning:</b><br>Evaluating the piece of<br>music          |
|            |  |  |   |   |   |   |





| MFL | <b>MFL Unit:</b><br>French numbers<br>calendars and<br>birthdays | MFL Unit:<br>French numbers<br>calendars and<br>birthdays | <b>MFL Unit:</b><br>French numbers<br>calendars and<br>birthdays | <b>MFL Unit:</b><br>French numbers<br>calendars and birthdays | <b>MFL Unit:</b><br>French numbers<br>calendars and birthdays | <b>MFL Unit:</b><br>French numbers<br>calendars and<br>birthdays |
|-----|--|---|--|---|---|--|
|     | Key Learning:  | <b>Key Learning:</b>                                      | <b>Key Learning:</b>   | <b>Key Learning:</b>  | <b>Key Learning:</b>  | <b>Key Learning:</b>   |
|     | Learning Numbers 1-  | Days of the week in                                       | Months of the year in  | Season of the year in   | Dates of the year in  | Celebrating a French   |
|     | 31 in French   | French  | French   | French  | French  | birthday   |