



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	The Mousehole Cat	The Mousehole Cat	The Mousehole Cat	The Lighthouse (digital Literacy)	The Lighthouse (digital Literacy)	The Lighthouse (digital Literacy)
Guided Reading	Mr Penguin and the Lost Treasure by Alex T Smith Book intro, Author work, VIPERS chapters 1 and 2	Mr Penguin and the Lost Treasure by Alex T Smith VIPERS Chapters 3-6 Emotion graph (main character) Character profiles	Mr Penguin and the Lost Treasure by Alex T Smith VIPERS Chapters 7-11 Speech revision Character internal monologue	Mr Penguin and the Lost Treasure by Alex T Smith VIPERS Chapters 12-15 Emotion graph for 2 nd character	Mr Penguin and the Lost Treasure by Alex T Smith VIPERS Chapters 16- 19 Plot twists Diary entry for main character	Mr Penguin and the Lost Treasure by Alex T Smith VIPERS Chapters 20-23 Sequel ideas
Maths Fractions (4 weeks) Length and perimeter (2 weeks) Fluency- Times table facts	What is a fraction? Unit/non-unit fractions Fluency- times tables	Tenths Equivalent fractions Fluency- times tables linking to division facts	Adding/Subtracting fractions Fluency- times table/division facts	Comparing and order fractions Fluency- Finding unit and non-unit fractions- application of times table facts	Measure lengths Equivalent lengths Comparing lengths Fluency- Multiplying and dividing by 10 Times table facts	Adding and subtracting lengths Fluency- quick addition and subtraction Times table facts

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Science Year 3 - magnets and Forces	<p>Pushes and Pulls</p> <p>To notice that some forces need contact between two objects by identifying the different types of forces acting on objects.</p> <ul style="list-style-type: none"> • I can identify the forces acting on objects. 	<p>Faster and Slower</p> <p>To compare how things move on different surfaces by investigating the speed of a toy car over different surfaces.</p> <ul style="list-style-type: none"> • I can investigate how a toy car moves over different surfaces. 	<p>Scrapyard Challenge</p> <p>To notice that magnetic forces can act at a distance and attract some materials and not others by sorting materials. To compare and group materials according to whether they are magnetic by sorting materials.</p> <ul style="list-style-type: none"> • I can sort magnetic and non-magnetic materials. 	<p>Magnet Strength</p> <p>To observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets.</p> <ul style="list-style-type: none"> • I can investigate the strength of magnets. 	<p>Magnetic Poles</p> <p>To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing by making a compass to hunt for treasure.</p> <ul style="list-style-type: none"> • I can explore magnetic poles. 	<p>Marvellous Magnets</p> <p>To observe how magnets attract or repel each other and attract some materials and not others by making, playing and evaluating a magnetic game.</p> <ul style="list-style-type: none"> • I can observe how magnets attract some materials.

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Science Year 4 Sound	<p>Introduce new topic (I think I know... I wonder...)</p> <p>To identify how sounds are made, associating some with something vibrating.</p> <p>What is a sound?</p> <p>How are sounds made/heard?</p> <p>Asking relevant questions.</p>	<p>How sounds travel.</p> <p>To identify how sounds travel.</p> <p>Explore vibrations and movement of sound.</p> <p>Making careful observations.</p>	<p>Exploring pitch.</p> <p>To find patterns between the pitch and features of the object that produced it.</p> <p>Relating to scientific ideas and processes.</p>	<p>String telephones</p> <p>To recognise that sound gets fainter as the distance from the sound source increases.</p> <p>Exploring sound over distance.</p> <p>Drawing conclusions</p>	<p>Sound proofing- Investigation</p> <p>To recognise that sound gets fainter as the distance from the sound source increases.</p> <p>Drawing conclusions. Suggesting improvements to enquiries.</p>	<p>Practical lesson- making a speaker.</p> <p>Applying knowledge from Sound and Electricity unit.</p>

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Computing Year 3	Exploring Scratch	Pen up and pen down Using Turtle Logo. • I can create and debug an algorithm using the move, rotate and repeat commands	Regular Polygons See above. Using Turtle Logo. • I can create and debug algorithms that draw regular polygons.	Drawing – building upon skills from previous week Using Scratch. • To create and debug algorithms that draw shapes.	Regular Polygons in Scratch – building upon skills from previous weeks Using Scratch. • To create and debug algorithms that draw regular polygons	Pens Using Scratch • To create and debug algorithms to draw patterns.
Computing Year 4	Learning the moves Exploring TinkerCad and beginning to learn how to place, move, rotate and resize 3D shapes.	Learn and practise basic moves Create the context for designing an inclusive play space.	Define Modularity Using the skills from last lesson begin to build inclusive play space.	Explore Modular design Learn to duplicate and create modules for inclusive play space	Digital prototype Create inclusive play space building on week 2 adding modular accents	Evaluate and Edit Share design with a peer and edit to make improvements to inclusivity.

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History Romans part 2	<p>What did the Romans build after they settled in Britain? (part 2)</p> <ul style="list-style-type: none"> Explain how the landscape of Britain was changed by what the Romans built Give examples of how the Romans designed buildings and structures to make a more efficient society. <p>Roman roads and aqueducts.</p>	<p>What were houses like in Roman Britain?</p> <ul style="list-style-type: none"> Compare different types of houses from Roman Britain. Give examples of evidence that survives from Roman buildings Different houses found in Roman Britain and what sort of people might live in each house type. <p>Design their own floor mosaic fit for a wealthy Roman villa.</p>	<p>What can archaeological sites tell us about Roman Britain?</p> <ul style="list-style-type: none"> Understand how archaeologists find evidence about Roman Britain Describe one or more Roman sites in Britain and give examples of key findings. <p>Make a tourist brochure to explain what key sites tell us about life in Roman Britain.</p>	<p>How did bathhouses provide leisure for Romans in Britain?</p> <ul style="list-style-type: none"> Describe how the bathhouse was typically used by Romans in Britain Explain the function of the different parts of the bathhouse <p>Find out about the different parts of a public bathhouse.</p>	<p>What lasting impact did the Romans leave in Britain?</p> <ul style="list-style-type: none"> Evaluate the impact of the Roman Empire on modern Britain Debate the most important Roman legacies <p>Poster - modern everyday activities made possible because of the Roman legacy.</p>	<p>Preparation for Roman Museum</p> <p>Choosing their favourite themes from the topic, the children work in pairs of small groups to prepare an oversized poster, model or diorama for a Roman Museum</p> <p>Roman Museum Exit point</p> <p>Dressing up</p>
Geography (Next term)	Maps – Roman Road network					
Art	<p>Warm and cold colour palettes</p> <p>Shades and Tones of Blues</p>	<p>Warm and cold colour palettes</p> <p>Shades and tones of Reds</p>	<p>Warm and cold colour palettes</p> <p>Work of Picasso</p>	<p>Warm and cold colour palettes</p> <p>Light Houses - Sky</p>	<p>Warm and cold colour palettes</p> <p>Light Houses - Sky</p>	<p>Warm and cold colour palettes</p>

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DT	See Roman topic	See Roman topic	See Roman topic	See Roman topic	See Roman topic	See Roman topic
RE	What is Good Friday?	What is Palm Sunday?	What is Easter Sunday?	Diary entry from Mary's point of view for Good Friday, Palm Sunday and Easter Sunday.	Explore how Christians feel on each of the three days.	The Easter Story
PE 1) Striking and fielding- Cricket 2) Games- tennis	Playing cricket- aim/roles of the game, holding the bat correctly,	Overarm throwing. How, when and why do we use an overarm throw in cricket.	Underarm throwing How to throw a ball underarm accurately	Catching How to hold our hands ready to catch. Rules of catching in cricket	Playing cricket- striking the ball	Playing a game Application of all skills learnt
	Playing tennis- aim/roles of the game. Throwing the ball	Throwing and hitting the ball. Where to aim the ball in the court.	Winning points in tennis Where to aim the ball and how to aim the ball when throwing.	Hitting the ball with a tennis racket. Holding and using the racket accurately.	Forehand shot Planning ahead when playing tennis.	Playing a game of tennis Application of all skills learnt
PSHE/SCARF Rights and Responsibilities	Who help us stay healthy and safe?	Humans have rights and responsibilities United Nations agreed list of Human Rights	Rules- why do we have rules? Who makes rules? Making a difference in a democratic process	How can we help each other. What nice things do people do for us? How can strangers do nice things?	National and international organisations- looking after the environment	Money and decision making in the home

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Music	CB	Recorders	Recorders	Recorders	Recorders	Recorders	Recorders
	Lan	<p>The Dragon Song</p> <p>Warm-up Games Start to learn the song</p> <p>The Dragon Song Sing the song</p>	<p>Birdsong - Chinese Folk Music The Dragon Song</p> <p>Warm-up Games Sing the song The Dragon Song</p> <p>Play instrumental parts Sing the song and play instrumental parts within the song</p>	<p>Vaishnava Java - A Hindu Song The Dragon Song</p> <p>Warm-up Games Sing the song The Dragon Song</p> <p>Play instrumental parts Sing the song and improvise using voices and/or instruments within the song</p>	<p>A Turkish Traditional Tune The Dragon Song</p> <p>Warm-up Games Sing the song The Dragon Song</p> <p>Play instrumental parts</p>	<p>Aitutaki Drum Dance from Polynesia The Dragon Song</p> <p>Warm-up Games Flexible Games Sing the song The Dragon Song</p> <p>Play instrumental parts Improvise Play your composition(s) within the song</p> <p>Start to prepare for the end-of-unit performance</p>	<p>Zebaidir Song from Sudan The Dragon Song</p> <p>Warm-up Games Sing the song The Dragon Song</p> <p>End-of-unit performance</p>
MfL (KS2) The People Around Me		Meet My Family	Have you got any pets?	The Alphabet	What's their name?	How do you spell?	Review