

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
ENGLISH	Monday – To cold write a diary entry Tuesday – Identify the features of a diary entry Wednesday – To explore emotive language Thursday – To understand emotion in diary entries Friday – To practise writing in the first person	Monday – To use different pronouns effectively Tuesday – To plan a diary entry from a characters perspective Wednesday –To write at toolkit for my diary entry Thursday – To hot write a diary entry with features learned so far Friday – To edit and improve a diary entry	Monday – To cold write a set of instructions Tuesday – To identify features of instructional texts Wednesday – To use imperative verbs effectively Thursday – To develop vocabulary Friday – To understand the role of adverbs	Monday – To write an introduction using persuasive language Tuesday – To plan instructions based on the Creakers Wednesday – To write a tool kit for my instructions Thursday – To hot write my instructions using features learned so far Friday – To edit and improve my instructions	Monday – To cold write a newspaper report Tuesday – To understand the features of a newspaper report Wednesday – To identify and analyse relative clauses Thursday – To explore adverbials of number Friday – To brainstorm key events for a newspaper report	<ul style="list-style-type: none"> - Christmas performance - Trip to Space Centre - Christmas Crafts - Wrap room - Guitar lessons - Tip to Coventry Cathedral <p>Lessons from Week 4 and 5 were completed when possible due to various events happening around school and out of school</p>	Monday – To write an effective headline and summary paragraph Tuesday – To use relative clauses in my newspaper report Wednesday – To use direct and reported speech in my newspaper report Thursday – To box up my newspaper report Friday – To write my newspaper report based on The Creakers
SPELLING/ PHONICS	Unit 5 – Words ending in -ibly and -ably Practise and consolidation	Unit 5 – Words ending in -ibly and -ably Test	Unit 6 – words ending in -ent Practise and consolidation	Unit 6 – words ending in -ent Test	Unit 7 – words ending in -ence Practise and consolidation	Unit 7 – words ending in -ence Test	Learning some of the patterns of this half-term mixed spelling consolidation.
CLASS NOVEL	1918: Coming Home by Jim Elridge	1918: Coming Home by Jim Elridge	1918: Coming Home by Jim Elridge	1918: Coming Home by Jim Elridge	1918: Coming Home by Jim Elridge	1918: Coming Home by Jim Elridge	1918: Coming Home by Jim Elridge
MATHS	Monday – Find fractions equivalent to a non-unit fraction Tuesday – Recognise equivalent fractions Wednesday – Convert improper fractions to mixed numbers Thursday – Convert mixed numbers to improper fractions Friday – Compare fractions less than 1	Monday – Order fractions less than 1 Tuesday – Compare and order fractions greater than 1 Wednesday – Add and subtract fractions with the same denominator Thursday – Add fractions within 1 Friday – Add fractions with total greater than 1	Monday – Add to a mixed number Tuesday – Add two mixed numbers Wednesday – Subtract fractions Thursday – Subtract from a mixed number Friday – Subtract from a mixed number – breaking the whole	Monday – Subtract two mixed numbers Tuesday – Assessment on fractions Wednesday – Multiply up to a 4-digit number by a 1-digit number Thursday – Multiply a 2-digit number by a 2-digit number (area model) Friday – Multiply a 2-digit number by a 2-digit number	Monday – Multiply a 3-digit number by a 2-digit number Tuesday – Multiply a 4-digit number by a 2-digit number Wednesday – Solve problems with multiplication Thursday – Short division Friday – Divide a 4-digit number by a 1-digit number	Monday – Divide with remainders Tuesday – Efficient division Wednesday – Solve problems with multiplication and division Thursday – Multiplication and division assessment Friday – Multiply a unit fraction by an integer	Monday – Multiply a unit fraction by an integer Tuesday – Multiply a non-unit fraction by an integer Wednesday – Multiply a mixed number by an integer Thursday – Calculate a fraction of a quantity Friday – Fraction of an amount
HISTORY (PPA CK)							
GEOGRAPHY							
SCIENCE	To know that astronomers believe the universe began with the Big Bang and that it is still expanding today	To understand that gravity is a force that holds objects together	To know the planets of our solar system	To understand the Moon's phases	To understand that the solar system is just a small part of our universe	Assessment	Double page spread of unit
COMPUTING	To review existing coding knowledge To begin to be able to simplify code To create a playable game	To understand what a simulation is To program a simulation using 2Code	To know what decomposition and abstraction are in Computer Science. To take a real-life situation, decompose it and think about the level of abstraction. To use decomposition to make a plan of a real-life situation.	To understand how to use friction in code. To begin to understand what a function is and how functions work in code	To understand what the different variable types are and how they are used differently. To understand how to create a string.		
ART AND DESIGN	Lesson 1: Introduction to Typography	Lesson 2: Design Type	Lesson 3: Strong Drawings	Lesson 4 & 5: Messages in Maps	Lesson 4 & 5: Messages in Maps	Lesson 6: Share, Reflect, Discuss	
DT							
MUSIC	Section A – Listen and Appraise Three Note Bossa Section B – Musical Activities 1. Learn to play the tune/head 2. Improvise using instruments Section C – Perform/Share Play the tune/head and improvise	Section A – Listen and Appraise Desafinado Three Note Bossa Section B – Musical Activities 1. Play the tune/head 2. Build on improvisation skills using instruments Section C – Perform/Share Play the tune/head and improvise	Section A – Listen and Appraise Cotton Tail Three Note Bossa Section B – Musical Activities 1. Play the tune/head 2. Build on improvisation skills using instruments Section C – Perform/Share Play the tune/head and improvise	Section A – Listen and Appraise Five Note Swing Section B – Musical Activities 1. Play the tune/head and the middle 8 2. Improvise using instruments Section C – Perform/Share Play the tune/head and middle 8 and improvise	Section A – Listen and Appraise Perdido Five Note Swing Section B – Musical Activities 1. Play the tune/head and the middle 8 2. Build on improvisation skills using instruments Section C – Perform/Share Play the tune/head and middle 8 and improvise	Section A – Listen and Appraise Things Ain't What They Used To Be Five Note Swing Section B – Musical Activities 1. Play the tune/head and the middle 8 2. Build on improvisation skills using instruments Section C – Perform/Share Play the tune/head and middle 8 and improvise	
RE (PPA CK)							
PE	Dance Unit 1 – To be able to perform a non-locomotor movement To apply some basic Bollywood actions to a dance phrase Gymnastics Unit 1 - Complete a four-element sequence containing actions at different heights and speeds Take weight on hands to move forward	Dance Unit 1 –To be able to perform non-locomotor and locomotor movements together To link movements into a short dance phrase To work with a partner to develop and remember dance phrase Gymnastics Unit 1 - I can think of and perform my symmetrical balances and travels I can compose a sequence of symmetrical balances and travels	Dance Unit 1 - Work as part of a group to move collaboratively Create pathways and patterns as a group Use performance skills in their dance Gymnastics Unit 1 - I can perform individual asymmetrical shapes, balances, and rolls I can attempt and over-the-shoulder roll (some)	Dance unit 1 - Describe what line dancing is and some of the key features Perform in isolation so line dancing steps Perform a basic 1,2 and 4 wall line dance as a class Gymnastics Unit 1 - I can identify a counter balance I can perform a variety of counter balances I can use counter partner balance in a sequence	Dance unit 1 - Perform 3 line dance steps in isolation With a partner combine 3 steps to make a short movement phrase Use knowledge of basic line dance steps to create their own Gymnastics Unit 1 - I can use compositional ideas to change my balances I can transition between balance using steps and jumps	Dance unit 1 - Combine 3 new dance steps with previously learnt steps Work collaboratively with a group of 4 Practise and improve dance to perform for others Gymnastics Unit 1 - I can perform symmetrical and asymmetrical balances, travel, counter partner balances I can refine my sequence to make it aesthetically pleasing	

	Include symmetrical and asymmetrical shapes	I can combine my symmetrical sequence with a partner's symmetrical sequence	I can work with a partner to make a longer asymmetrical sequence		I can incorporate different ways of moving between balances with my partner	I can perform as part of a group	
PSHE	<ul style="list-style-type: none"> Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. 	<ul style="list-style-type: none"> Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others. 	<ul style="list-style-type: none"> Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. 	<ul style="list-style-type: none"> Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. 	<ul style="list-style-type: none"> Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. 	<ul style="list-style-type: none"> Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. 	<ul style="list-style-type: none"> Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.
MFL	To recognise, recall and spell different family members with the correct definite article/determiner in the foreign language.	To consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective 'my' in the foreign language with increasing accuracy.	To learn how to ask and answer the question 'do you have any siblings?' in the foreign language.	To further consolidate the language needed to introduce their own/fictitious family members in the foreign language. This will involve moving from 1st person singular 'my name is' to 3rd person singular 'he/she is called'.	To be introduced to numbers 1-100 in the foreign language and will use this knowledge to be able to say how old their own/fictitious family members are.	To revise and consolidate all language covered in the unit and complete the end of unit assessment.	