

Spring Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
History	Question			Where is the Mayan Kingdom? - Link to Geography Lesson one When did the Mayan civilisation exist?	Who were the Maya and why were they important?	What was life like for Mayan People?	What religious beliefs did the Mayans hold?	Why were the Mayans such feared warriors?	Who was responsible for the decline of the Mayan Civilisation?	How have the Mayan Civilisation influenced our modern world?		
	Skills			I can use evidence to ask questions and find answers to questions about the past I can place key events on a timeline using precise dates	I can use appropriate historical vocabulary to communicate my ideas/knowledge	I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can use appropriate historical vocabulary to communicate my ideas/knowledge	I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can use evidence to ask questions and find answers to questions about the past	I can use a range of different skills to communicate information about the past		
	Knowledge			I know that the kingdom of Maya is in Central America I know the eras and events of the Maya Civilisation I can explore how we know about the Mayan Civilisation was most powerful from 420 AD and 900 AD, existed since 750BC and was taken over by the Conquistadors in the 15th Century. I know that Mayan people still live in Central America today	I know that the Mayan Civilisation was very advanced, I know that the Maya built temples, studied astronomy, developed a calendar, invented a number system which includes 0 and 'wrote using glyphs and pictographs.	I know where the Maya lived. I know what life would have been like for the Maya people. I know that the Maya were farmers and grew chocolate which was used as a currency and was 'food of the gods'	I know that the Mayans built temples and worshipped many gods. I know this is a similar belief system to other ancient civilisations studied (Greeks, Roman, Vikings etc)	I know that the Maya were fierce warriors. I can explain why and how they fought with their neighbours (trade, power, land, for slaves, drought, diminishing resources etc)	I know when the Mayan Civilisation began to decline I know why the Mayan Civilisation began to decline I know who the Conquistadors were and who destroyed Mayan Civilisation and what the reasons were. I know that Pedro de Alvarado led the conquistadors who destroyed the Mayan empire	I know how the Mayan civilisation has left a legacy -Ball games Chocolate Chilli peppers maize tortillas 0		
	Activity			In groups discuss a range of primary and simple secondary sources. Use to ask questions about the Maya Build a simple timeline (including BC and AD events)	Sort images and caption key information about Maya	Look at photos of archaeological sites, look at sculptures, relief images, secondary sources to find out about farming. Make a chocolate factsheet	Discuss and recreate pictographs/ temples (art linked?)	Research using a range of sources- relief work, first hand accounts. Present as drama?	Research leading to Hot seat activity https://www.thoughtco.com/biography-of-pedro-de-alvarado-2136556 https://www.thoughtco.com/the-maya-conquest-of-the-liche-2136556	Plan and hold a Mayan celebration - food and ball games		
Science	Question	What are the different parts of a plant?		What do plants need to grow well?	How do plant transport water?	What do plants need to grow well?	What is pollination and fertilisation?	What nutrition do animals need to survive?	What do young animals look like as adults?	How can living things be grouped?		
	Skills	Ask questions about the world around them and explain that they can be answered in different ways	Ask questions about the world around them and explain that they can be answered in different ways.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.	Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.	Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams.	Ask questions about the world around them and explain that they can be answered in different ways.	Make increasingly careful observations, identifying similarities, differences and changes, and making simple connections.		
	Knowledge	I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	I can explain the different jobs of each part of a flowering plant.	I can set up an investigation to find out what plants need to grow well.	I can explain the function of the stem. I can understand how water is transported in a plant. I can set up a comparative investigation. I can suggest ways to find answers. I can make a prediction. I can make a conclusion.	I can explain what a plant needs to grow well.	I can explain the process of pollination. I can explain how pollination leads to fertilisation.	I know what types of nutrition animals need to survive, including basic food groups. I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	I can match young and adults of the same animals	I recognise that living things can be grouped in a variety of ways		
	Activity	Parts of a plant labelling activity.	parts of a folding plant activity	Look at the conditions that are needed for plants to grow. Plant seed and offer prediction about what results of the experiment will be. Allow the children time to set up their investigation. They may need to put their plants in a dark cupboard or in a fridge as well different variants e.g water/ no water and compost/ no compost. They should measure the height of their plant and record it on their Recording Results Sheet so that they can tell if it grows taller during the course of the investigation.	Begin lesson by reviewing progress of plants so far- Focus particularly on the ones with and without water. Flower dying experiment to show transportation of water, with different temperatures, complete conclusion afterwards.	Complete write up of plant seed experiment.	Pollination process sorting activity. Take outside to look at flowers and seeds etc.	Identify what animals eat- sorting activity. Food fact sheet.	Sorting activity. Discuss animals that can metamorphosis. Flies etc	Create Top Trumps cards for various animals		
Geography	Question	Where are the Rainforests?		What is the climate like in the Rainforests?	How many layers of the rainforest are there?	What animals live in the rainforest?	What is life like in the rainforest?	What similarities does the Amazon rainforest have with Sherwood Forest?	Why do Rainforests need protecting?			
	Skills	I can identify areas of the world containing rainforests.	I can use maps and atlases to locate rainforests	I can identify areas of the world containing rainforests	I can explain the key aspects of a rainforest climate.	I can describe and understand the features of the layers of a rainforest	I can identify some of the animals that live in the different layers of the rainforest.	I can describe how people use natural resources to survive.	I can compare the Amazon Rainforest and Sherwood Forest.	I can explain the effects humans are having on the rainforests.		
	Knowledge	I know that countries have varying, environmental regions, key physical and human characteristics (in the context of rainforests)	I know that maps, atlases, globes and digital/computer mapping are used to locate countries and describe features.	I know the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere. The tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/ Greenwich Meridian and time zones (including day and night)- in the context of rainforests.	I know how to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate.	I know the names of the different layers of the rainforest. I know that there are four layers to the rainforest. I know that what the climate is like in each layer.	I know some animals that live in each layer.	I know that people use a variety of different resources to survive in the rainforest.	I know some similarities between the Amazon Rainforest and Sherwood Forest. I know some differences between the Amazon Rainforest and Sherwood Forest.	I know what deforestation means. I know why deforestation is happening. I understand the positive effects of deforestation. I can understand the negative effects of deforestation. I know some things I can do to help limit the impact of deforestation.		
	Activity	Children to identify countries of the world with areas of rainforest- lesson one.	Choose one rainforest location and find out how easy it would be to visit it. What transport would you need to take? How long would it take to get there? Choose one of the languages spoken in a rainforest area and learn some key phrases and words. For example, Spanish (spoken in many South American countries) or French (spoken in the Democratic Republic of Congo) Lesson 1 continued.	post card home to tell family what weather they are experiencing in the rainforest? lesson 2	Rainforest weather forecast activity-lesson 2	Rainforest layers activity- lesson 3	Use ICT to research animals that live in the rainforest. Choose one animal to present back to the rest of the class, in pairs.	Research lesson using ICT	Comparing forests factfile- lesson 4 / Comparing forests Venn diagram- Lesson 5	1st lesson- deforestation debate (see debate cards- lesson 6) 2nd lesson- positive/ negative effects		
	Question	How do Christian people's beliefs about God, the world and others have an impact on their lives?				What can we learn from religious stories?						

RE	Skills	I can learn about Christian celebrations and commitments by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. I can reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all.		I can make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.		I can describe and understand the link between the Bible story of creation and other theories of creation.		I can experience well told storytelling, and develop their own skills as story tellers in relation to 'great lives' in religious stories.		I can discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Or are there other explanations for humanity?		
	Knowledge	I know the difference between practising Christians and their views and the cultural traditions involved.		I know how different world religions and worldviews connect and can reflect on these.		I know the Christian story of creation and other theories of creation.		I know the story of Noah and how this relates to the creation story starting again.		I know a range of ideas that answer questions in different faiths/beliefs. I know that people have different answers to the big questions because stories have changed over time. e.g Play Chinese whispers to explain.		
	Activity	Research different Christian festivals in small groups using computers/ chromebooks	write briefly about each festival. match statements to images		discuss why some people value such celebrations so highly and others not at all.	https://www.bbc.co.uk/religion/religions/christianity/beliefs/creationism_1.shtml retell the story using story board.		identify main recurring biblical character and how they were portrayed.		Chinese whispers game/ circle time discussion to help chn understand		
PSHE	Question	How can we stay motivated when doing something challenging?	Why is it important to keep trying even when something is difficult?	How can I work well with a partner or in a group?	Why is it important to have a positive attitude?	How can I help others to achieve their goals?	Why is it important to work hard to achieve my dreams and goals?	How do I know that I have made a healthy choice?	Why is it important to have a healthy balanced diet?	Why is vital that I am physically active?	How can I try to keep myself and others safe?	How can I be a good friend and enjoy healthy relationships?
	Skills	I can tell you about a person who has faced difficult challenges and achieved success.	I can identify a dream/ ambition that is important to me.	I can enjoy facing new learning challenges and working out the best ways for me to achieve them.	I am motivated and enthusiastic about achieving our new challenge.	I can recognise obstacles that might hinder my achievements and can take steps to overcome them.	I can evaluate my own learning process and how it can be better next time.	I can explain how exercise affects my body and that my heart and lungs are such important organs.	I can explain how the amount of calories, fat and sugar that I put into my body will affect my health.	I can tell you my knowledge/ attitude towards drugs.	I can identify things, people and places that I need to keep safe from.	I can identify when something feels safe or unsafe.
	Knowledge	I know how to respect and admire people who overcome obstacles and achieve their dreams and goals.	I have an understanding of how I will feel when I achieve my dream/goal	I know how to break down a goal into a number of steps and know how others could help me achieve it.	I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.	I know how to manage my feelings of frustration when obstacles occur.	I know how to share my success with others and how to store my feelings in my internal 'treasure chest'.	I know how to set myself a fitness challenge.	I know what it feels like to make a healthy choice.	I know how I feel towards drugs.	I know how to explain how being scared or anxious feels.	I know how to take responsibility for keeping myself and others safe.
Computing	Activity	Dreams and Goals Jigsaw -Piece 1	Dreams and Goals Jigsaw -Piece 2	Dreams and Goals Jigsaw- Piece 3	Dreams and Goals Jigsaw- Piece 4	Dreams and Goals Jigsaw -Piece 5	Dreams and Goals Jigsaw -Piece 6	Healthy Me Jigsaw -Piece 1	Healthy Me Jigsaw- Piece 2	Healthy Me Jigsaw -Piece 3	Healthy Me Jigsaw- Piece 4	Healthy Me Jigsaw- Piece 5
	Question	What is an algorithm?	What is penup pendown?	What are polygons?	What is scratch?	Can you use scratch to draw regular polygons?	Safer Internet Day - 9/2/21 An Internet we trust: exploring reliability in the online world	Can you create patterns?	What is technology and how is it used to improve human life?	Who was Bill Gates? - Microsoft		
	Skills	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program.	I can put programming commands into a sequence to achieve a specific outcome. I can use repeat and loop commands.	I can put programming commands into a sequence to achieve a specific outcome. I can use repeat and loop commands. I can identify the error in an algorithm.	I can put programming commands into a sequence to achieve a specific outcome. I can use repeat and loop commands. I can identify the error in an algorithm.	I can put programming commands into a sequence to achieve a specific outcome. I can use repeat and loop commands. I can identify the error in an algorithm.	I can separate fact from fiction when using the internet	I can put programming commands into a sequence to achieve a specific outcome. I can use repeat and loop commands. I can identify the error in an algorithm.	I can explain how different technology improves the lives of different people.	I can name the significant person I can explain why they are significant I can identify what types of technology are used for I can explain the significance of this person and their place in the world		
	Knowledge	I know how to program a sequence of commands to achieve a specified outcome I know how to create a simple algorithm I know how to include repeat and loop commands in an algorithm	I know how to program a sequence of commands to achieve a specified outcome I know how to create a simple algorithm I know how to include repeat and loop commands in an algorithm	I know how to program a sequence of commands to achieve a specified outcome I know how to create a simple algorithm I know how to include repeat and loop commands in an algorithm I know how to identify an error in an algorithm (identify the incorrect block)	I know how to program a sequence of commands to achieve a specified outcome I know how to create a simple algorithm I know how to include repeat and loop commands in an algorithm I know how to identify an error in an algorithm (identify the incorrect block)	I know how to program a sequence of commands to achieve a specified outcome I know how to create a simple algorithm I know how to include repeat and loop commands in an algorithm I know how to identify an error in an algorithm (identify the incorrect block)	I know how the internet provides us with an amazing range of information and provides opportunities to inform, connect and inspire us. I also know that the internet can provide false information. I understand the emotional impact that negative and misleading information online can have on people.	I know how to program a sequence of commands to achieve a specified outcome I know how to create a simple algorithm I know how to include repeat and loop commands in an algorithm I know how to identify an error in an algorithm (identify the incorrect block)	I know how different technology is used to help people.	I know who Bill Gates is I know the significance of microsoft and how this is used in the modern world.		
	Activity	Using Scratch. Children to create and debug an algorithm using the move, rotate and repeat commands	Using Scratch. Children can create and debug algorithms using penup and pendown.	Using Scratch. Children to create and debug algorithms that draw regular polygons	Using Scratch. Children to create and debug algorithms that draw shapes.	Using Scratch. Children to create and debug algorithms that draw regular polygons	Use official Safer Internet UK resources.	Using Scratch. Children to create and debug algorithms to draw patterns.	Children to use the internet to research how computers have impacted human life (made better/made worse). Create Powerpoint presentation to show	Children create fact file on Bill Gates		
Art	Question	What are the primary and secondary colours?	How do I blend pastels together?	How do I layer pastels?		Who was Henri Rousseau?						
	Skills	I can identify primary and secondary colors	I can add tint and tone	I can layer pastels		I can explain who Henri Rousseau was and explain about his post impressionist artwork.						
	Knowledge	I know which colours are primary and which are secondary	I know how to make colours darker and lighter	I know how to layer pastels		I know who Henri Rousseau is and I am able to recognise some of his artwork.						
Computing	Activity	colour wheel in sketch books- look at both secondary and primary colours	give out rainforest images and children to create a colour wheel around image.	children to recreate rainforest animals. model and then children have a go. Allow 3 weeks for completion.		artist study- 2 weeks						
	Question	Who is the artist Peter Musa?	What is applique?			How could I improve my design for next time?						
	Skills	I can research an artist who uses a particular style.	I can explain what applique is	I can create my own applique		I can evaluate the effectiveness and of my product.						
Computing	Knowledge	I know how to research a design?	I know what applique is and how to create it.			I know whether my project was fit for design.						

Design	Activity	Take a look at artist Peter Musa talking about his art inspired by Central American Tropical Rainforests & his people www.britannica.com/mulamba/bark.html . Talk to the class about how he used natural dyeing techniques. Look at his examples, using simple shapes to create images. Model by cutting simple shapes from paper to build up a collage on a square background. Use the term appliqué, highlighting how it looks like a collage made from fabric stitched to a background. Tell the class that they are going to create a small rainforest appliqué of their own. Share the illustrations in Deep in a Rainforest, modeling how simple leaf, fruit & animal outlines can be created (freshhand, tracing from book, cutting out of photocopies). Remove the class that shapes should be simple outlines without detail, almost like templates	On coloured sugar paper class start with a 15cm square background. Using Deep in a Rainforest for ideas class create simple paper shapes (selecting 3 colours only) & place them (not stick) on the background. Use papers similar to eye shades.	children create own applique using felt, use design from last week, cut shapes ready to glue/ sew next lesson.	children to complete applique by sewing design on to felt, using simple running stitch- allow for two lessons if need be.	showcase designs and complete evaluation booklet.						
	Question	How do I say red, blue, white, black and green?	How do I say red, yellow, blue, pink, orange and black?	How do I say all 6 new colours?	How do I say all 6 new colours? How do I write blue and black in French?	How do I say violet, grey and brown in French? How do I ask what is your favourite colour? How do I respond to this?	How do I say violet, grey and brown in French? How do I ask what is your favourite colour? How do I respond to this?	I know how to write a short sentence in French to accompany display work	What are the names of fruits in French?	How do you respond to and understand the question 'C'est bon pour la santé?'	How do you say the names of six fruits?	How do you say the names of six fruits?
MFL	Skills	I can perform actions to a french song To make links between some sounds, rhymes and spelling and read aloud familiar words	I can perform actions to a french song To make links between some sounds, rhymes and spelling and read aloud familiar words	To recognise and respond to sound patterns and words To listen and respond to simple stories, finger rhymes and songs To listen attentively and understand instructions, everyday classroom language and praise words	To recognise and respond to sound patterns and words To listen and respond to simple stories, finger rhymes and songs To listen attentively and understand instructions, everyday classroom language and praise words	To recognise and respond to sound patterns and words To perform simple communicative tasks using single words, phrases and short sentences	To recognise and respond to sound patterns and words To perform simple communicative tasks using single words, phrases and short sentences	I can write a short sentence in French to accompany display work	I know the names of the names of six fruits in French I can respond to the question 'C'est bon pour la santé?'	I know the names of the names of six fruits in French I can respond to the question 'C'est bon pour la santé?'	Understand and say the names of six fruits in French To perform simple communicative tasks using single words, phrases and short sentences	Understand and say the names of six fruits in French To perform simple communicative tasks using single words, phrases and short sentences
	Knowledge	I know the letter strings oi, eu Recognise how sounds are presented Identify specific sounds, phonemes	I know the letter strings oi, eu Recognise how sounds are presented in written form Imitate pronunciation of sounds Identify specific sounds, phonemes and words, linking sounds to meanings Add 'rose' (pink) and 'orange' (orange) and 'noir' (black) to the list of colours learned.	Recognise how sounds are presented in written form Imitate pronunciation of sounds Identify specific sounds, phonemes and words, linking sounds to meanings	Recognise how sounds are presented in written form Imitate pronunciation of sounds Identify specific sounds, phonemes and words, linking sounds to meanings	Understand and be able to say 11 colours in French	Understand and be able to say 11 colours in French	To experiment with the writing of short words	Recognise how to pronounce 'on' in French Understand and say the names of six fruits in French Understand and respond to the question 'C'est bon pour la santé?'	Identify specific sounds, phonemes and words, linking sounds to meanings Recognise questions and negatives Notice the spelling of familiar words Recognise that languages describe familiar things differently	Identify specific sounds, phonemes and words, linking sounds to meanings Recognise questions and negatives Notice the spelling of familiar words Recognise that languages describe familiar things differently	Identify specific sounds, phonemes and words, linking sounds to meanings Recognise questions and negatives Notice the spelling of familiar words Recognise that languages describe familiar things differently
Activity	Children listen to the instructions and respond with an appropriate action. They move slowly/quickly in response to 'Lentement' and 'Plus vite'. Children listen to the song and perform the actions. They join in singing as they become familiar with the words and the tune. Children watch your activities and repeat the words with you or with a volunteer. The children listen to the sequence of colours and arrange the cubes into the correct order, according to the sequence they hear. Children practise three new colours. The children look at the object and repeat the French colour if it matches the object. If not they remain silent.	Children look at the objects, listen to the French and chorus the new vocabulary. Children watch your activities and repeat the words with you or with a volunteer. The children listen to the sequence of colours and arrange the cubes into the correct order, according to the sequence they hear. Children practise three new colours. The children look at the object and repeat the French colour if it matches the object. If not they remain silent.	Children recall colours from the previous session. They are introduced to the written words for colours and practise the letter strings oi and eu. Children play the game and speak individually to the rest of the group. More able children should be encouraged to imitate French intonation and raise their voice as they ask the question – 'C'est bleu?' Children watch the snails moving across the grid. They revise the six new colour words and state a colour individually as they pull an object from the bag.	Children listen to the rhyme. Individual children attempt to write the words for blue and black. Their attention is drawn to key letter strings and sounds. Children focus on letter strings. They listen for the oi sound in the rhyme and respond with a physical action. Children listen for another key sound. Children join in chanting the words of the first verse. The meaning of the verse is explained to them and they enjoy adding actions to the rhyme.	Children brainstorm the colours they remember in French. Children work out the word that is written on their backs through recognising the spelling. They can refer to the word if it is displayed. The activity encourages them to copy write correctly. Children chorus the new vocabulary. Children practise saying a short phrase in French. Children practise asking and answering the question. Some children will present their work to the rest of the class.	Children can hear native French speakers saying the words for colours. Distribute colour cards and text cards of colours. Ask the children to lift their card when they hear their colour on the CD. This will reinforce the vocabulary and helps children make the sound/spelling link. Children revise colours and demonstrate their understanding of the French.	Children focus on the visual image of Elmer. They demonstrate understanding to the questions you ask, and respond in French. Children read the words on each card. Some will be physically involved in the activity. Children focus on the verb 'is' and encounter some adjectives. Children produce a short sentence in French describing the animal they choose to create. They practise copying correctly.	Children listen to a new song in French. Their attention is drawn to the letter string 'on' and they practise pronouncing the sound. Children listen again and make connections between the French word in the song and the image they see. They will begin to understand what the song is about. Children listen carefully for key words. They match phonemes to graphics and respond with a physical action. Children listen carefully to the song and attempt to read the phrases and sequence them. Some children will need to hear the song a few times to complete this activity.	Children work in pairs to recall previous vocabulary. Children listen to the song for specific details. They count food items as they occur in the song. Children focus on the written word. Some will use this support as they join in singing. Children try to recall specific words from the song. Some will be able to volunteer an answer orally. Children listen to two phrases: 'C'est bon' 'C'est mauvais' They consider whether foods are healthy/unhealthy and respond to teacher prompts by stating: 'C'est bon ou c'est mauvais'.	Children chorus the new vocabulary Children listen to the sequence and respond by saying a word aloud. This reinforces turn taking and allows children time to hear the words several times. Children listen to the sequence and respond by saying a word aloud. This reinforces turn taking and allows children time to hear the words several times. Children recall colour vocabulary and offer answers individually.	Children work in pairs and read the words of the key vocabulary. Children consider healthy eating and respond to teacher prompts with a short phrase: 'C'est bon/c'est mauvais'. It might be time for you now to begin the Easter activities. Please turn to page 77.	
Maths	Year 3	Number: Multiplication and Division			Statistics			Measure: Length and Perimeter			Number Fractions	
		Making the whole Tenths Count in tenths Tenths as decimals Fractions on a number line Fractions of a set of objects (1) Fractions of a set of objects (2)			O'clock and half past Quarter past and quarter to Months and years Hours in a day Telling the time to 5 minutes Telling the time to the minute Using a.m. and p.m.		Turns and angles Right angles in shapes Compare angles Draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2-D shapes				Compare mass Measure mass (1) Measure mass (2) Compare mass Add and subtract mass Compare volume Measure capacity (1)	
	Year 4	Number: Multiplication and Division			Measurement: Area	Number: Fractions			Number: Decimals			

	<p>11 and 12 times-table Multiply 3 numbers Factor pairs Efficient multiplication Written methods Multiply 2-digits by 1-digit (1) Multiply 2-digits by 1-digit Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (2) Divide 2-digits by 1-digit (2) Divide 3-digits by 1-digit Correspondence problems</p>	<p>What is area? Counting squares Making shapes Comparing area</p>	<p>Unit and non-unit fractions What is a fraction? Tenths Count in tenths Equivalent fractions (1) Equivalent fractions (2) Equivalent fractions (1) Equivalent fractions (2) Fractions greater than 1 Count in fractions Add fractions Add 2 or more fractions Subtract fractions Subtract 2 fractions Subtract from whole amounts Fractions of a set of objects (1) Fractions of a set of objects (2) Calculate fractions of a quantity Problem solving – calculate quantities</p>	<p>Recognise tenths and hundredths Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1-digit by 10 Divide 2-digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2-digits by 100</p>
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		Coast to Coast							Half Term	Local Area Study - Day in the life of a young steelworker.						
Script Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
History	Question								How old was I when I started working in the steel works?	What did I wear to work?	What was it like where we worked?	How did I learn my job?				
	Skills								I can use a wide variety of different sources to find out facts.	I can use a wide variety of different sources to find out facts.	I can use evidence to ask questions and find answer.	I can use a range of historical sources and evidence to gain a more accurate understanding of history.				
	Knowledge								I know what life was like for a young steelworker and I can compare this to life now.	I know what life was like for a young steelworker and I can compare this to life now.	I know what life was like for a young steelworker and I can compare this to life now.	I know that overtime, things have become fairer for children.				
	Activity															
Science	Question	What does nocturnal and diurnal mean? Which animals are nocturnal and which are diurnal?	How are nocturnal animals adapted to their environment?	How do seasons effect the length of days?	What are the planets in our solar system? What order do they go in starting from the sun?	Do planets float around in space or do they orbit something? Why does the sun appear to move across the sky during the day?	What is the Earth made of?	what are the different types of rocks?	How can rocks be grouped? What are the three categories which rocks can be grouped into?	How are the 3 categories of rocks formed?	What is the process of fossil formed?	Why has the earth got a magnetic south and north pole?				
	Skills	Ask questions about the world around them and explain that they can be answered in different ways. Use suitable vocabulary to talk or write about what they have done	Ask questions about the world around them and explain that they can be answered in different ways. Use suitable vocabulary to talk or write about what they have done	Ask questions about the world around them and explain that they can be answered in different ways. Draw a simple conclusion based on evidence collected	Ask questions about the world around them and explain that they can be answered in different ways.	Ask questions about the world around them and explain that they can be answered in different ways.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.	draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.	Ask questions about the world around them and explain that they can be answered in different ways.	draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.				
	Knowledge	I know animals can be classified into nocturnal and diurnal animals I know that nocturnal animals have particular characteristics that are adapted to being active at night time	I know that nocturnal animals have particular characteristics that are adapted to being active at night time	I know that day length changes depending on the season	I can name and order the planets in our solar system.	I know the planets orbit the Sun. I know that the sun appears to move across the sky over the course of a day but it is the Earth that is moving	I know that the earth has a core, inner core, mantle and crust.	I know that there are different types of rocks.	I compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	I compare and group together different kinds of rocks on the basis of their appearance and simple physical properties and know how they are formed.	I understand the process of fossil formation and that erosion exposes them on our coastline.	I know the earth has a magnetic north and south pole and how this affects the Earth				
	Activity	Sorting activity, classification due to size, eye etc (decision key diagram)	classification due to size, eye etc (decision key diagram)	Use sunrise and sunset data to determine when in the year daylight is longest - calculate and chart the data by month.	create a fact file on the solar system.	research lesson/ video sources, potentially non-chron?	video lesson, labelled diagram of Earth's layers.	observe rocks, discuss what they can see then record and sort.	rock test, can you rub parts of with sandpaper etc? which are sedimentary/igneous.	research and present findings.	Filey case study, what fossils did we find and where did we find them?	Explore how a magnet had a magnet field using iron filing boxes.				
Geography	Question	What characterises our British coastline?			How have British coastlines changed over time?	How is it possible to preserve our coastlines?	Are the Government doing enough to prevent coastal erosion?					How is local land used?	How have humans changed the landscape?	What steps are being taken to protect the environment?	What is sustainable energy?	
	Skills	I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.	I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.	I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS.	I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS.	I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS.	I can use field work to observe, measure, record and present human and physical features in a local area, using a range of methods.					I can identify physical and human characteristics. I can use a range of sources including aerial photographs. I can collect a range of data through	I can identify physical and human characteristics. I can use a range of sources including aerial photographs. I can collect a range of data through	I know the steps that are being taken to protect the environment.	I know about sustainable energy.	
	Knowledge	Understand where the coastline is in relation to the sea. I can name the oceans and seas surrounding the British Isles.	I can identify the different features of coastlines.	Understand different coastal management strategies. (Scarborough sea wall and harbour)	I can explain how British coastlines have changed over time.	I can explain how coastal erosion impacts on human settlement	know the Environment Agency is responsible for managing coastal erosion.						I know how land in the local area is used.	I know that humans have changed the landscape.		
	Activity	Children to identify and label map of British Isles, showing coastline and label the oceans and seas surrounding the British Isles.	Research/ show case study of a British coastline. (potentially Hornsea) Children to identify beach, delta, wave cut platform, coastal dune, stack, cave and arch (children to draw coastline diagram themselves if possible.	research Scarborough sea wall, looking at cost implications and the impact that it has had on the local area.	Analyse pictures of British Coastlines and compare the differences.	study different sea defences such as rip rap, gabions, groynes etc identify which ones are used around the UK (Case study	produce a report on a successful coastal erosion management scheme. e.g Scarborough									
PHE	Question	How do we make friends?	How can we solve friendship problems when they occur?	How can we help others to feel part of a group?	Why is it important to respect others?	How can I help myself and others when they upset or hurt?	What makes a good relationship?	Is everyone unique and special?	How can I express how I feel when change happens?	How do I understand and respect the changes that I see in myself?	How to respect the changes that I see in other people.	Who should I ask for help if I am worried about change?	How can I look forward to change?			
	Skills	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener	I can use some strategies for keeping myself safe online	I can explain how some of the actions and work of people around the world help and influence my life	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can express my appreciation to my friends and family	I can understand that in animals and humans lots of changes happens between conception and growing up, and that usually it is the female who has the baby	I can understand what a baby needs to live and grow	I can understand how babies grow and develop in the mother's uterus	I understand what a baby needs to live and grow	I can identify how boys' and girls' bodies change on the inside during the growing up process	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can identify what I am looking forward to when I move to a new class. I can articulate the changes I would like to make next year.		
	Knowledge	I know how taking some responsibility in my family makes me feel	I know how to negotiate in conflict situations to try to find a win-win solution	I know who to ask for help if I am worried or concerned about anything online	I know how to show an awareness of how this could affect my choices	I know how to empathise with children whose lives are different to mine and appreciate what I may learn from them	I enjoy being part of a family and friendship groups	I know to express how I feel when I see babies or baby animals	I know how express how I might feel if I had a new baby in my family	I recognise how I feel about these changes happening to me and know how to cope with those feelings	I recognise how I feel about these changes happening to me and know how to cope with those feelings	I know express how I feel when my ideas are challenged and might be willing to change my ideas sometimes	I know that humans have changed the landscape.	I know how I would like to make the changes I would like to make.		
	Activity	Relationships puzzle piece 1	Relationships puzzle piece 2	Relationships puzzle piece 3	Relationships puzzle piece 4	Relationships puzzle piece 5	Relationships puzzle piece 6	Changing Me puzzle piece 1	Changing Me puzzle piece 2	Changing Me puzzle piece 3	Changing Me puzzle piece 4	Changing Me puzzle piece 5	Changing Me puzzle piece 6	Changing Me puzzle piece 6		
RE	Question	Who do Jewish people worship and what do they believe in?	Who do Muslims worship and what do they believe in?	How do Jewish and Islamic people pray?	what are the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbols and praying alone and in groups.	what are the similarities and differences of Jewish and Muslim prayer?	Why is praying important to the Jewish and Muslim people?									
	Skills	I can find out about different forms of worship	I can find out about different forms of worship	I can find out more about different forms of worship, prayer and meditation in different communities to particular occasions and communities	I can find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbols and praying alone and in groups.	I can find out more about different forms of worship, prayer and meditation in different communities	I can find out more about different forms of worship, prayer and meditation in different communities	I can find out more about different forms of worship, prayer and meditation in different communities	I can find out more about different forms of worship, prayer and meditation in different communities	I can find out more about different forms of worship, prayer and meditation in different communities	I can find out more about different forms of worship, prayer and meditation in different communities	I can find out more about different forms of worship, prayer and meditation in different communities	I can find out more about different forms of worship, prayer and meditation in different communities	I can find out more about different forms of worship, prayer and meditation in different communities	I can find out more about different forms of worship, prayer and meditation in different communities	I can find out more about different forms of worship, prayer and meditation in different communities
	Knowledge	I know that prayer and meditation is an opportunity to reflect and reach out	I know that prayer and meditation is an opportunity to reflect and reach out	I know that prayer and meditation is an opportunity to reflect and reach out. I know that prayer is used in celebrations/particular occasions as well as daily rituals	I know that symbols are important in all religions. I know that symbols are used in prayer/worship. I recognise these in Muslim and Jewish prayer.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.
	Activity	Create a non-chron style report looking at the following categories: What do Jews believe in? What is the Jewish holy book? Where do Jews worship? https://www.bbc.co.uk/religion/faiths/jeh/7747	Create a non-chron style report https://www.bbc.co.uk/religion/faiths/jeh/7747	sorting activit differences between Jewish and Islamic prayer	draw and label meaning of religious symbols	children to research Jewish prayers. Give them questions/ prompts to lead their research	children to research how Muslims pray. Give them questions/ prompts to lead their research. They are then to recognise any similarities/ differences between the Jewish and Muslim religions.	children to be taught the importance of prayer and then give them opportunity to write their own prayer								
CP	Question	What is an algorithm?	What is penup pendown?	What are polygons?	What is scratch?	Can you use scratch to draw regular polygons?	Safe Internet Day - 9/2/21 An internet we trust: exploring reliability in the online world	Can you create patterns?	What is technology and how is it used to improve human life?	Who was Bill Gates? - Microsoft			How can I share my learning with my family?	How can I share my learning with my family?		
	Skills	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I can identify the error in an algorithm.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I can identify the error in an algorithm.	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I can identify the error in an algorithm.	I can separate fact from fiction when using the internet	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program. I can use repeat and loop commands. I can identify the error in an algorithm.	I can explain how different technology improves the lives of different people.	I can name the significant person I can explain why they are significant. I can identify what types of technology are used for. I can explain the significance of this person and their place in the world	I can combine a mixture of text, graphics and sound to share my ideas and learning for a particular purpose.	I can combine a mixture of text, graphics and sound to share my ideas and learning for a particular purpose.				

