

AUTUMN 1								AUTUMN 2							
Week > Subject √	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
Guided reading	Block 1: The Queens nose		Block 2 : The Queens nose		Block 3: Young gifted and black		Block 4: Young gifted and black	Block 4: Young gifted and black	Block 5: Young gifted and black		Block 6: The girl who stole an elephant		Test week	Assessment week	
Writing	Poems which explore form	Persuasive writing Adverts		First person diary entries		Critical analysis of narrative poetry		3 <sup>rd</sup> person adventure stories			News reports		Test week	Assessment week	
Maths	Place value				Addition and subtraction				Measure Area	Multiplication and division			Consolidation	Test week	Assessment week
Science	Science Living things and their habitats							States of matter							
Weekly vocabulary	environment invertebrate vertebrate	classification vertebrate	invertebrate classification	environment ecosystem	interdependence interact	niche biotic	Consolidation	state matter volume	solid liquid gas vapour	solid liquid melt	gas vapour particle	condense evaporate particle	state matter volume	Assessment week	
Topic	What was life like for Vikings?	When did the Vikings raid Britain?	Where did the Vikings raid and settle?	Why were the Vikings feared and successful?	What peace was agreed between the Vikings and Anglo-Saxons?	What happened to the Vikings in England?	Why did the Vikings and Normans think they had the right to the throne?	Rivers Features of rivers.	Rivers Features of rivers	Rivers Structure of rivers.	Rivers Local rivers	Rivers Famous rivers	Rivers Famous rivers	Assessment week	
Computing	We are software developers	Analyse existing games and identify what makes them effective	Create a working prototype of their game	Develop the functionality of their game	Improve the interface of their game	Develop progression within their game	Test and improve their game.	We are makers	explore the MakeCode environment on micro:bit	work out how a match-scoring program has been written	modify a game	modify a game	plan their own micro:bit project	write and test their own micro:bit project.	
PSHE	Being me in my world Becoming a class team	Being me in my world Being a school citizen	Being me in my world Rights and responsibilities	Being me in my world Rewards and consequences	Being me in my world Our learning charter	Being me in my world Owning our learning charter		Celebrating differences Judging by Appearances	Celebrating differences Understanding influences	Celebrating differences Understanding Bullying	Celebrating differences Problem-solving	Celebrating differences Special Me	Celebrating differences Celebrating Difference: how we look	Assessment week	
Art	Drawing block							Painting block							
RE		Explain and order, God, Creation and the Fall on a timeline?	Suggest what the story of Adam and Eve might show about human nature and how to act?	Describe what Christians do because they believe God is Creator?	Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness?	Explain what might be important in the creation story for Christians and non-Christians.	Make links and explain what the creation story in the bible says about human beings	Suggest what John 1 means?	Describe what Christians believe about the Trinity?	Describe what Christians believe about the Trinity?	What is link between Christmas and the Trinity?	Explain what people believe about God?	Suggest what Carols tell Christians about The Trinity?	Assessment week	

