

Thousands, Hundreds, Tens, Ones, Partition, Number Line Representation	Thousands, Hundreds, Tens, Ones, Partition, Flexible Partition, Number Line.	More, Less, Compare, Order, Smallest, Largest, Biggest, Nearest, Furthest.	Roman Numerals, More, Less, Compare, Order, Smallest, Largest, Biggest, Nearest, Furthest, Rounding	Add, Subtract, Minus, Plus, Addition, Subtraction, Exchange, More, Less.	Add, Subtract, Minus, Plus, Addition, Subtraction, Exchange, More, Less.	Estimate, Checking, Answer.	Kilometres, Perimeter, Rectangle, Rectilinear, Shapes, Measure.	Multiply, Multiplication, divide, share, multiples of, times by.	Multiply, Multiplication, divide, share, facts	Multiply, Multiplication, Times By, Times Tables, Division, Facts.	Multiply, Multiplication, Times By, Times Tables, Division, Facts.
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Literacy

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topic The Boy at the Back of the Class	Topic The Boy at the Back of the Class	Topic The Boy at the Back of the Class	Topic The Boy at the Back of the Class	Topic The Boy at the Back of the Class	Topic The Boy at the Back of the Class	Topic The Boy at the Back of the Class	Topic The Wild Robot	Topic The Wild Robot	Topic The Wild Robot	Topic The Wild Robot	Topic The Wild Robot
Key Knowledge Children will respond to an illustration and predict, wonder, observe and infer based on the front cover. They will read and comprehend the story and answer higher order questions about the narrative. They will compare characters and create their own information leaflet inspired by the novel.	Key Knowledge Children will explore the author's language choices and generate questions they would like to ask the main characters. They will write a recount based on a character's perspective and have a go at composing their own palindrome poem. They look at determiners and learn how to use them.	Key Knowledge Children will look at identifying the key features of a diary entry before planning and writing their own. They will explore the feelings and emotions of the characters through role play and will look at identifying the key themes of the novel as well as exploring a range of grammatical clauses.	Key Knowledge Children will take part in a class debate based on the topical themes of the novel. They will complete research and then write their own non-chronological report based on the key theme. The children will also look at expanding sentences by using a range of conjunctions and adverbs.	Key Knowledge Children will read and comprehend the story and answer higher order questions about the narrative. They will participate in a conscience alley to explore a character's decision and will also learn how to expand sentences using prepositions.	Key Knowledge Children will explore persuasive language and the key features of a persuasive letter. The children will then plan, draft and edit their own persuasive letter over a sequence of lessons.	Key Knowledge Children will learn how to give their opinions on the class novel and will write their own book review.	Key Knowledge Children will write a summary of a story so far and predict what might happen next from details stated and implied. They will explore a range of different super sentences and write their own (personification of weather and simile). They will answer comprehension questions about a text and spoken language to develop understanding through imagining and exploring ideas in discussion.	Key Knowledge Children will learn how to explore a story setting and create their own illustration. They will learn how to describe a setting using their senses and will explore how to use adjectives and expanded noun phrases to describe images. They will write their own setting description and discuss a character's appearance and personality traits.	Key Knowledge Children will learn how to understand a character's dilemma. They will create their own robot character and write a character description. The children will also contribute their ideas to a shared write.	Key Knowledge Children will discuss the key themes of a text and learn how to write in paragraphs. They will learn how to write their own super sentences (emotion word, comma sentence 2 pairs sentence) and explore how to use present perfect and simple past correctly.	Key Knowledge Children will learn how to plan, draft and edit their own story based on the themes of the class novel. They will also create a book review and film a short blog based on their opinions

Vocabulary Illustration, inference, wonder, predict, observe, question.	Vocabulary Recount, Exploring, Discussion, palindrome, determiners, punctuation	Vocabulary Role play, emotions, feelings. identifying, key theme, Diary, Structure, Vocabulary, Grammar, Diary, Effectiveness.	Vocabulary Features Research, Report, Effectiveness, conjunctions, adverbs	Vocabulary Sentence, prepositions, conscience alley, drama, narrative, comprehension	Vocabulary Persuasive language, adverbials, formal language, features, plan, draft, edit.	Vocabulary Review, opinions, discussion, recommend	Vocabulary Illustration, inference, wonder, predict, observe, question, personification, simile	Vocabulary Setting, Description, Adjectives, Punctuation,, Structure, Grammar, Spoken Language,	Vocabulary Character Description, Adjectives, Punctuation,, Structure, Grammar, Spoken Language,	Vocabulary Adjective, Expanded Noun Phrase, Emotions, Feelings, tense, past, present, present perfect, simple past	Vocabulary Narrative, Comma, Sentence, Character, Point of View, Improvements, Errors, Strengths,
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Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	NC Objective Sound	NC Objective Sound	NC Objective Sound	NC Objective Sound	NC Objective Sound	NC Objective Sound	NC Objective Electricity	NC Objective Electricity	NC Objective Electricity	NC Objective Electricity	NC Objective Electricity	NC Objective Electricity
Topic Focus Sound Electricity	I know how to describe and explain sound sources.	I know how different sounds travel.	I know how different sounds travel	I know how to change the pitch of a sound.	I know ways to absorb sounds.	I know how to make a musical instrument to play different sounds.	I know ways that electricity is generated.	I know and can identify electrical appliances and the types of electricity they use.	I know and can identify complete and incomplete circuits.	I know and can identify and sort materials into electrical conductors or insulators.	I know how a switch works and why they are needed.	I know and can record and report on an investigation.
	Key Knowledge Identify how sounds are made, associating some of them with something vibrating. Identify and explain sound sources around school.	Key Knowledge Identify how sounds are made, associating some of them with something vibrating. Find patterns between the volume of a sound and the strength of the vibrations that produced it. To recognise that vibrations from sounds travel through a	Key Knowledge Identify how sounds are made, associating some of them with something vibrating. Find patterns between the volume of a sound and the strength of the vibrations that produced it. To recognise that vibrations from sounds travel through	Key Knowledge To recognise that vibrations from sounds travel through a medium to the ear. To find patterns between the pitch of a sound and features of the object that produced it.	Key Knowledge To recognise that vibrations from sounds travel through a medium to the ear. To find patterns between the pitch of a sound and features of the object that produced it.	Key Knowledge To recognise that vibrations from sound travel through a medium to the ear. To find patterns between the pitch of a sound and features of the object that produced it.	Key Knowledge Prepare a presentation on how electricity is generated. Explain where electricity comes from.	Key Knowledge Identify common appliances that run on electricity. Identify electrical appliances and non-electrical appliances.	Key Knowledge Using results to draw simple conclusions, make predictions for new values, suggest improvement and raise further questions. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs,	Key Knowledge Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer. Making systematic and careful observations and where appropriate, taking accurate measurements using standard units, using a	Key Knowledge The children will construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer. Recognise that a switch open and closes a circuit and associate this with whether or not a lamp lights in a simple series	Key Knowledge Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries including oral and written explanations, displays or

	attacking and defending.		attacking and defending.	attacking and defending.	attacking and defending.	attacking and defending.						
	<p>Key Knowledge</p> <p>I can develop different ways of throwing and catching that could be used in a game situation.</p>	<p>Key Knowledge</p> <p>I can move with the ball fluently and with control more consistently and within game situations.</p>	<p>Key Knowledge</p> <p>I can make passes with increasing speed and confidence.</p>	<p>Key Knowledge</p> <p>I can, on occasion, begin to look for ways to keep and win back possession.</p>	<p>Key Knowledge</p> <p>I can start to make the best use of space when passing and receiving the ball.</p>	<p>Key Knowledge</p> <p>I can show an awareness of how to change tactics during a game to help my team win.</p>	<p>Key Knowledge</p> <p>External Provider</p> <p>I can begin to understand how tension of the body can improve technique and balances.</p>	<p>Key Knowledge</p> <p>External Provider</p> <p>I can use equipment to vault in a variety of different ways.</p>	<p>Key Knowledge</p> <p>External Provider</p> <p>I can begin to improve my technique when travelling, balancing and using the equipment.</p>	<p>Key Knowledge</p> <p>External Provider</p> <p>I can use an increasing number of actions, directions and levels in my sequences.</p> <p>I can watch, evaluate and suggest improvements for my work and the work of others.</p>	<p>Key Knowledge</p> <p>External Provider</p> <p>I can use an increasing number of actions, directions and levels in my sequences.</p> <p>I can watch, evaluate and suggest improvements for my work and the work of others.</p>	<p>Key Knowledge</p> <p>External Provider</p> <p>I can use an increasing number of actions, directions and levels in my sequences.</p> <p>I can watch, evaluate and suggest improvements for my work and the work of others.</p>
<p>New Vocabulary -</p> <p>Gymnastics</p> <p>Skip, Hop, Jump, Stretch, Balance, Walk, Jog, Roll, High, Low, Left, Right, Up, Down,</p> <p>Netball</p> <p>Held Ball, Short Ball, Chest Pass, Court.</p>												
<p>Religious Education</p> <p>Topic Focus</p> <p>God, David and The Psalms</p> <p>Light and Dark</p> <p>Christian Value: Love</p>	<p>NC Objective</p> <p>Christian Value Love</p> <p>I know ways to show our Christian value.</p>	<p>NC Objective</p> <p>AT1: Be able to describe the impact of faith on people's lives.</p> <p>AT2: Be able to identify values they think are important.</p> <p>I know values, attitudes and behaviours that</p>	<p>NC Objective</p> <p>AT1: Be able to describe the impact of faith of people's lives.</p> <p>AT2: Be able to identify values they think are important.</p> <p>I know ways to show our</p>	<p>NC Objective</p> <p>AT1: Know and be able to retell stories about David.</p> <p>AT1: Connect Christian Values and beliefs to events and teaching in the Bible.</p>	<p>NC Objective</p> <p>AT1: Know what they consider to be the qualities of good friendship.</p> <p>AT1: Connect Christian values and beliefs to events and teaching in the Bible.</p>	<p>NC Objective</p> <p>AT1: To be able to identify values they think are important.</p> <p>AT1: Give an opinion about the values and commitment of others in the light of their own.</p>	<p>NC Objective</p> <p>AT1: Show understanding of how the imagery of the psalms, reveal Christian beliefs about the nature of God.</p> <p>I know information</p>	<p>NC Objective</p> <p>AT2: Ask important questions about religion and beliefs.</p> <p>AT2: Be able to talk about their feelings and experiences.</p>	<p>NC Objective</p> <p>AT1: Be able to retell stories from the life of Jesus through drama.</p> <p>To know and act out a story from the life of Jesus.</p>	<p>NC Objective</p> <p>AT1: Be able to suggest meanings for religious belief, expressed through art.</p> <p>I know and can suggest meanings for the symbolism of light, in Christian art.</p>	<p>NC Objective</p> <p>AT1: Begin to identify the impact of religion on believers' lives.</p> <p>AT1: Be able to directly link values and behaviour.</p> <p>I know about ways in which Jesus light is</p>	<p>NC Objective</p> <p>AT1: Identify values in their own behaviour and the actions of others.</p> <p>I know people who bring light.</p>

		I think are important.	Christian values.	AT2: Give an opinion about the values and commitment of others in the light of their own. I know how to retell stories from the Bible.	I know what the important qualities of friendship are.	I know if I think David was a good king.	from the psalms about God.	I know and can describe light and dark.			reflected in the actions of Christians.	
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
To understand what it is meant by love. To understand how they are going to promote love within the classroom.	Key Question: What values, attitudes and behaviours are important? To understand what values, attitudes and behaviours are important and be able to say why.	Key Question: How can we show the values we think are important? To understand what a person believes influences their behaviour.	Key Question: Who was David? To know the story of David.	Key Question: What makes someone a good friend? To know what they value in a good friend.	Key Question: What makes a good king or leader? To know what qualities, they think make someone a good king.	Key Question: What is God like? To know from what they have read, what they think God is like.	Key Question: Why is Jesus described as the Light of the World? Key Question: Is light a good metaphor for Jesus? To know that Jesus is described as the light of the world and what this metaphor means.	Key Question: How did Jesus bring light? Key Question: How does Jesus bring light? To know how Jesus brought light into the lives of people who knew him.	Key Question: Why is light such a powerful symbol? To know how different artists have depicted Jesus and what this tells us about him.	Key Question: How does Jesus bring light? To know that Christians can continue to bring Jesus' light to others through their actions.	Key Question: What did the light do to the dark? Key Question: Why is light such a powerful symbol? To know who they think brings light and how they do it.	
New Vocabulary - Samuel, David, Jonathan, Saul, Goliath, Inspiration, Psalm, Love.												