

		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	Week15					
MATHEMATICS		On-going application of mental, communication, problem solving and reasoning skills.				On-going application of mental, communication, problem solving and reasoning skills.				<u>Multiplication and Division A</u>	HALF TERM	On-going application of mental, communication, problem solving and reasoning skills.			On-going application of mental, communication, problem solving and reasoning skills.								
		<u>Place value</u> - To know Roman numerals to 1000 - To use numbers to 10,000 - To use numbers to 100,000 - To use numbers to 1,000,000 - To read and write numbers to 1,000,000 - To know powers of 10 - To work out 10, 100, 1000, 10,000, 100,000 more or less than a number - To partition numbers to 1,000,000 - To use a number line to 1,000,000 - To compare and order numbers to 100,000 and 1,000,000 - To round to the nearest 10,100, 1000 - To round within 100,000 and 1,000,000.				<u>Addition and Subtraction</u> - To use mental strategies - To add whole numbers with more than four digits - To subtract whole numbers with more than four digits - To round to check answers - To use inverse operations (addition and subtraction) - To use multi-step addition and subtraction problems - To compare calculations - To find missing numbers.				-To look at multiplies and common multiples -To look at factors and common factors.		<u>Multiplication and Division A continued</u> - To know prime numbers - To know square numbers - To know cube numbers - To multiply by 10, 100 and 1000 - To divide by 10, 100 and 1000 - To know multiples of 10, 100 and 1000			<u>Fractions A</u> - To find fractions equivalent to a unit fraction - To find fractions equivalent to a non- unit fraction - To recognise equivalent fractions - To convert improper fractions to mixed numbers - To convert mixed numbers to improper fractions - To compare fractions less than 1 - To order fractions less than 1 - To compare and order fractions greater than 1 - To add and subtract fractions with the same denominator - To add fractions within 1 - To add fractions with total greater than 1 - To add to a mixed number - To add two mixed numbers - To subtract fractions - To subtract from a mixed number - To subtract from a mixed number – breaking the whole - To subtract two mixed numbers.								
ENGLISH		<u>Princess’ Blanket by Carol Ann Duffy</u> - To be able to write from the perspective of a character in a story - To respond to images in a powerful picture book - To consider what motivates the actions and choices of individuals in different situations - To use art as a stimulus for writing. - To participate in discussion about a text that is read to them - To draw inferences, justifying these with evidence - To select appropriate vocabulary to describe a character, understanding how choices can enhance meaning. - To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - To summarise ideas from a piece of text; identifying key details that support their main ideas - To note and develop additional ideas - To discuss and evaluate how authors use language, including figurative language, considering impact on the reader - To use a wide range of devices to build cohesion within and across paragraphs.										HALF TERM	<u>Princess’ Blanket by Carol Ann Duffy</u> - To be able to write from the perspective of a character in a story - To respond to images in a powerful picture book - To consider what motivates the actions and choices of individuals in different situations - To use art as a stimulus for writing. - To participate in discussion about a text that is read to them - To draw inferences, justifying these with evidence - To select appropriate vocabulary to describe a character, understanding how choices can enhance meaning. - To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - To summarise ideas from a piece of text; identifying key details that support their main ideas - To note and develop additional ideas - To discuss and evaluate how authors use language, including figurative language, considering impact on the reader - To use a wide range of devices to build cohesion within and across paragraphs.										
		<u>Possible Writing Outcomes</u> - Note taking - Written argument - Newspaper article - Poetry - Write a commentary.											<u>Possible Writing Outcomes</u> - Note taking - Written argument - Newspaper article.										
		<u>Oracy</u> - News Report - Courtroom Trial - Vocabulary Oracy - Book Talk												<u>Oracy</u> - News Report - Courtroom Trial - Vocabulary Oracy - Book Talk									

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	- Performance Reading - Debate - Exploratory Talk								- Performance Reading - Debate - Exploratory Talk						
SCIENCE	<u>Properties and changes of materials</u> - To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - To demonstrate that dissolving, mixing and changes of state are reversible changes - To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Star Scientist – Spencer Silver								<u>Forces</u> - To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - To identify the effects of air resistance, water resistance and friction, that act between moving surfaces - To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. Star Scientists – Isaac Newton and Galileo Galilei						
HISTORY									<u>How hard was it to invade and settle in Britain? (Anglo Saxons/Vikings)</u> - To know who the Anglo-Saxons and Vikings were, and why and when they chose to settle in England – compare and contrast. - To discover how the Anglo-Saxons and Vikings lived using archaeological evidence and to understand what can be discovered about the past from archaeological remains. - To be able to explain why the Staffordshire Hoard was so significant - To understand why there are differing accounts of what happened during the raid on Lindisfarne - To understand what the way of life was like for the Anglo Saxons/Vikings in their homeland, and reach valid conclusions about why they wanted to leave. - To present a valid argument for whether King Alfred deserved the title ‘Great’. - To compare and contrast everyday Viking/Saxon life -would you prefer to be a Saxon or a Viking? - Who had a greater impact on Britain?						
GEOGRAPHY	<u>What is life like in The Alps?</u> - Locate the Alps on a world map and identify and label the eight countries they spread through. - Locate three physical and three human characteristics in the Alps. - Research and describe the physical and human features of Innsbruck. - Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. - Compare the human and physical geography of their local area and Innsbruck. - Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?' - To understand how fold mountain ranges are formed - To know that mountains form over millions of years														
ART	<u>Still Life</u> - Develop observational skills by closely studying real-life objects for shape, texture, and proportion. - Experiment with the arrangement of objects to create balanced and interesting still life compositions. - Use a range of materials such as pencil, charcoal, pastels, or paint to create still life artworks. - Investigate different techniques (e.g., shading, blending, cross-hatching) to represent form and depth. - Learn how light affects the appearance of objects and practice using highlights and shadows to create three-dimensional effects. - Apply knowledge of warm/cool colours and complementary colours to enhance still life work.														

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	• Improve control and accuracy in drawing through guided and independent practice. • Critically evaluate their own work and the work of others using appropriate artistic vocabulary. • Study examples of still life art from different times and cultures (e.g., Dutch still life, modern interpretations) and discuss artists' styles and techniques. • Encourage creative decisions in object selection, colour choice, and presentation. • Show responsibility for their own work and participate in peer feedback or group discussion. • To develop skills and create sculptures based on still life drawings (extension) Focus Artist – Traditional – Paul Cezane (1839- 1906) Lilly Martin Spencer (1822-1902) Modern – Lucy Culliton												
DT									<u>The Princess’ Blanket</u> • To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose (decide as a class on three products to evaluate) • Draw up a specification for their design, link with other subjects – keep design simple based on class discussions • Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose • Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces • With growing confidence apply a range of finishing techniques • Use a variety of stitching and appliqué • With growing confidence select appropriate materials, tools and techniques • Select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities • Begin to measure and mark out more accurately • Evaluate their work both during and at the end of the assignment • Begin to evaluate work personally and seek evaluation from others. https://www.youtube.com/watch?v=fe37aSedgTY – Quilt Making, https://www.sagarikasundaram.com/				
COMPUTING	<u>Quizzing</u> • To explore different types of quizzes and identify their features, strengths and weaknesses. • To explore the features of 2Quiz and experiment with creating quiz questions. • To explore additional features of quizzes, such as title screens and content pages. • To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic. • To be able to refine, test and share completed quizzes.					<u>Concept Maps</u> • To explore different types of quizzes and identify their features, strengths and weaknesses. • To explore the features of 2Quiz and experiment with creating quiz questions. • To explore additional features of quizzes, such as title screens and content pages. • To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic. • To be able to refine, test and share completed quizzes.			<u>Spreadsheets</u> • To refresh and extend understanding of formulae and functions from previous learning. • To use formulae in 2Calculate to convert measurements between different units. • To use 2Calculate to create and interpret line graphs that show how data changes over time. • To analyse weather data by using spreadsheets to identify patterns. • To use spreadsheets to plan and budget for an event. • To use a spreadsheet to plan a holiday.				
PE	Tag Rugby: • To select the appropriate skill, choosing when to run and when to pass. • To move into space to support a teammate abiding by the rules. • To use defending skills to gain possession. • To work as a defending unit to prevent attackers from scoring. • To use a variety of attacking skills to beat a defender. • To apply rules, skills and tactics learnt to play in a tag rugby tournament.							<u>Gymnastics:</u> To perform symmetrical and asymmetrical balances. To perform interesting symmetrical and asymmetrical balances using apparatus. To develop the straight, forward, straddle and backward roll. To develop the straight, forward, straddle and backwards roll into a sequence. To explore different travelling actions using both canon and synchronisation. To explore different methods of travelling, linking actions in both canon and synchronisation. To perform progressions of inverted movements.					

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		To perform progressions of inverted movements. To explore matching and mirroring in sequence work. To explore matching and mirroring using actions both on the floor and on apparatus. To create a partner sequence using apparatus. To create a group sequence using apparatus.
MUSIC	Unit: Composition Notation Theme: Ancient Egypt - To sing in time and in tune with other people and the backing track. - To remember the lyrics to a song. - To identify the structure of a piece of music and match this to non-standard notation. - To improvise their own piece of music. - To play a melody with reasonable accuracy. - To perform with confidence and in time with others. - To compose and play a melody using stave notation. - To contribute meaningfully to the group performance and composition. - To use hieroglyphic notation to show the structure of their piece.	Unit: Blues - To name three key features of blues music. - To sing in tune, using vocal expression to convey meaning. - To explain what a chord is and play the chord of C sixteen times. - To play the 12-bar blues correctly. - To play the notes of the blues scale in the correct order, ascending and descending. - To play a selection of blues scale notes out of order in their own improvisation.
SRE/ PSHE	<u>British Values – Democracy</u> - Democracy assembly - To know why and how laws are rules and laws are made. Children take part in making and changing rules. They know about and can identify elements of a democracy - To learn that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. <u>Mental Health</u> - To recognise that anyone can experience mental health difficulties and identify factors that affect emotional health and well-being. They should know that it’s important to discuss feelings with a trusted adult. - To challenge the stigma around mental health and well-being. - To identify ways they can self-improve including setting goals and targets for themselves and responding positively to such changes. They will learn strategies to be more resilient and have a growth mind-set. - JAMI talks <u>NSPCC – ‘Speak Out, Stay Safe’</u> - To recognise shared characteristics of healthy family life – commitment, care, spending time together and support in times of difficulties. They are aware of the differences between a healthy and an unhealthy relationship. - To know how to ask for help if a relationship becomes unhealthy. - To recognise the importance of self-respect and how this affects our thoughts and feelings – everyone should be expected to be treated politely, kindly and with respect by others <u>Awareness Days</u> Jeans for Genes Week – 14th – 20th September 2026 Black History Month World Mental Health Day – 10th October	<u>Anti-Bullying Week</u> - To respond to, or challenge, negative behaviours such as stereotyping and aggression - To identify the 4 different types of bullying and be able to recognise signs of each - To judge whether physical contact is acceptable or unacceptable and how to respond - To know how to ask for support when they feel unsafe or uncomfortable - To develop strategies to resolve disputes and conflict e.g. through negotiation - To recognise the importance of self-respect and how this affects our thoughts and feelings – everyone should be expected to be treated politely, kindly and with respect by others - To know that they can work together to bring about change. They will learn that skills involved in this e.g. teamwork, negotiation, collaboration etc will help them in their future careers - To listen and respond respectfully to a wide range of people (adults and peers) and feel confident to raise their own concerns. <u>Road Safety</u> - To learn about situations that could cause them personal risk and how to manage them - To develop strategies for keeping physically and emotionally safe – including safety in the environment and online safety - To recognise that increasing independence brings increased responsibility to keep themselves and others safe. E.g. Walking to and from school independently - To understand why distracting a driver is dangerous and know what other in-car behaviours are unsafe - To understand what constitutes safe and unsafe behaviour for pedestrians and to know that unsafe behaviour often has serious consequences - To understand what constitutes safe and unsafe behaviour for cyclists and how to be as safe as possible on a bike. <u>Awareness Days</u> Remembrance Day

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		Anti-Bullying Week – 16 th – 20 th November
MENTAL HEALTH AND WELLBEING	Module 1 Meet your Brain Children will learn: - The difference between their brain and their mind. - More detail about each part of the brain and why they work the way they do. - How they can train their brains in times of stress by using Happy Breathing when their Amygdala gets triggered. - About how others react differently to them and that we all have different triggers that cause us to Fight, Flight or Freeze. - About how to more intentionally look after their brains to keep them healthy. - About the hormones in their brain and how they can manage them, including Dopamine and Cortisol.	Module 2 Celebrate Children will learn: - How the 24 Character Strengths are organised into 6 key virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence. - That Strength Spotting shows children how strengths can be used in different ways. - That they still have all 24 strengths but, when they use their Top 5, Team H-A-P feels at its best. - How they can move their Character Strengths around and grow them through Neuroplasticity. - That when they stop and reflect on using their Character Strengths, their Hippocampus will store it as a memory. - They will learn that, when faced with a similar situation, they can remember how that strength can help. - How Strength Spotting can help Team H-A-P feel happy as, when we use our Character Strengths, Dopamine gets released and we feel confident. They will also learn that using their strengths can help them manage their Cortisol levels.
	Phonics 3 As-tu Un Animal? (Do You Have A Pet?) • To repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French • To tell somebody in French if they have or do not have a pet • To ask somebody else in French if they have a pet • To tell somebody in French the name of their pet • To attempt to create a longer phrase using the conjunctions et (“and”) or mais (“but”).	Phonics 3 As-tu Un Animal? (Do You Have A Pet?) • To repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French • To tell somebody in French if they have or do not have a pet • To ask somebody else in French if they have a pet • To tell somebody in French the name of their pet • To attempt to create a longer phrase using the conjunctions et (“and”) or mais (“but”).
JS	Chagim: Rosh Hashanah • Tashlich – what it is about and how we conduct this (emphasise there is no need to throw bread!) • Elul customs include: Tekiyat Shofar every morning, Selichot (incl. Ashkenazi + Sephardi customs of when this begins), check Mezuzot & Tefillin • To know in more depth and detail laws about the Shofar and what makes it kosher or pasul • Tzom Gedalia – date, story + reason for fasting (in simple terms). Chagim: Yom Kippur • The Mitzvah of Viduy: stand, bow, beat chest + say aloud the Viduy prayer. Look at the “Ashamnu” prayer and compose personal viduy prayers. Chagim: Succot/Shmini Atzeret/Simchat Torah • Identify kasher Arba’ah Minim using simple Halachic terms: <i>Kasher, Passul, and Mehudar</i> • The Arba’ah Minim: corresponding to four types of Jew who unite on the Chag. (If time permits, link to the four children at the seder table) • Sukkot: the simchah of this Chag after the serious days of Rosh Hashanah and Yom Kippur; a celebration after completing our teshuvah and being forgiven • The uniqueness of the succah: whole body involved. Compared with other mitzvoth that just use an element of the body • Know what the Shalosh Regalim are and know that Succot is one of them. Skills: • To know what Rashi script is	Chagim: Chanukah • Know the debate between Bet Hillel and Bet Shammai whether we start with 1 candle and increase or go down from 8 • Knows the concept that the Greeks at first didn’t want to kill and wipe out the Jews but rather to get them to accept Greek culture and abandon the Torah – (Hellinism) • Greek prohibitions against study of Shabbat, Rosh Chodesh and Brit Milah • Is able to recite the whole of Maoz Tzur • Knows that the longest Birkat Hamazon possible can be recited during Chanukah due to Rosh Chodesh and sometimes Shabbat too. Skills: • To know how to read tet and ayin in Rashi Script. General Knowledge: Topic: Etgar: • To be able to identify the things we can and cannot do on Shabbat and why. Parasha: • Chayei Sarah – Integrity • Toldot – praying with kavannah • Vayetsei – Making a difference • Vayishlach – Respect for humankind • Vayigash – Everything Hashem does is for the best • Miketz – Acknowledging Hashem in our lives.

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	• To understand why we are learning Rashi script. • To know how to read and write aleph and chet in Rashi script • To know how to read and write lamed and tzadi in Rashi script General Knowledge: Topic: Etgar • To know the order of the Jewish months/ which chag comes in which month and their Hebrew dates. Parasha: • Bereshit – Tikun Olam • Noach - Achdut • Lech Lecha – Keeping away from bad influences	
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