

Autumn Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Topic	Wanted Poster - Descriptive Writing	Wanted Poster - Descriptive Writing	Newspaper report	Newspaper report	Diary Entry	Diary Entry	Poetry	Poetry	Letter	Letter	Narrative	Narrative	Instructions - Recipe	Instructions - Recipe	Persuasive writing - advert	
Genre	Wanted Poster - Descriptive Writing	Wanted Poster - Descriptive Writing	Newspaper report	Newspaper report	Diary Entry	Diary Entry	Poetry	Poetry	Letter	Letter	Narrative	Narrative	Instructions - Recipe	Instructions - Recipe	Persuasive writing - advert	
Skills	I can write a wanted poster	I can write a wanted poster	I can write a newspaper report	I can write a newspaper report	I can write in the first person	I can write in the first person	I can write a poem	I can write a poem	I can write a letter	I can write a letter	I can write a narrative	I can write a narrative	I can write a recipe	I can write a recipe	I can use persuasive language	
Knowledge	I know how to use descriptive language	I know how to use descriptive language	I know how to use the features of a newspaper report	I know how to use the features of a newspaper report	I know how to write a diary entry	I know how to write a diary entry	I know how to use the features of an AABAB or AABA poem using rhyme	I know how to use the features of an AABAB or AABA poem using rhyme	I know how to use the features of a letter	I know how to use the features of a letter	I know how to use the features of a story	I know how to use the features of a story	I know how to use the features of a recipe	I know how to use the features of a recipe	I know how to persuade	
Activity	Use last week's iron man to help with the description. Draw the iron man on the playground using description from the book. Use descriptive language to make a wanted poster for the Iron Man. Make sure the description is detailed using the story to help.	Use last week's iron man to help with the description. Draw the iron man on the playground using description from the book. Use descriptive language to make a wanted poster for the Iron Man. Make sure the description is detailed using the story to help.	Read 'The Iron Man'. Look at newspaper articles. Plan a newspaper article to explain to the town how Hogarth managed to trap 'The Iron Man'. Include interviews from local farmers and from Hogarth.	Read 'The Iron Man'. Look at newspaper articles. Plan a newspaper article to explain to the town how Hogarth managed to trap 'The Iron Man'. Include interviews from local farmers and from Hogarth.	Write the newspaper article to explain to the town how Hogarth managed to trap 'The Iron Man'. Include interviews from local farmers and from Hogarth.	Write the newspaper article to explain to the town how Hogarth managed to trap 'The Iron Man'. Include interviews from local farmers and from Hogarth.	Write a diary entry pretending to be Hogarth in his bedroom after he has trapped the Iron Man. Talk about how Hogarth feels guilty and is sad for the Iron Man. Look at key features and plan the diary entry.	Write the diary entry from Hogarth's point of view. Start the diary entry with 'Dear Diary, I'm not sure I did the right thing tonight'.	Write the diary entry from Hogarth's point of view. Start the diary entry with 'Dear Diary, I'm not sure I did the right thing tonight'.	Write a letter to Charlie to congratulate him on finding the golden ticket. Tell him the details of how and when to arrive. Tell him a little bit about the factory and what his day will look like.	Write a letter to Charlie to congratulate him on finding the golden ticket. Tell him the details of how and when to arrive. Tell him a little bit about the factory and what his day will look like.	Write a letter to Charlie to congratulate him on finding the golden ticket. Tell him the details of how and when to arrive. Tell him a little bit about the factory and what his day will look like.	Write a letter to Charlie to congratulate him on finding the golden ticket. Tell him the details of how and when to arrive. Tell him a little bit about the factory and what his day will look like.	Write a letter to Charlie to congratulate him on finding the golden ticket. Tell him the details of how and when to arrive. Tell him a little bit about the factory and what his day will look like.	Write a letter to Charlie to congratulate him on finding the golden ticket. Tell him the details of how and when to arrive. Tell him a little bit about the factory and what his day will look like.	Write a letter to Charlie to congratulate him on finding the golden ticket. Tell him the details of how and when to arrive. Tell him a little bit about the factory and what his day will look like.
GPS	Y2 re-cap - Contractions	Y2 re-cap - Contractions	Y2 re-cap - Singular possessive apostrophe	Y2 re-cap - commas for lists	Y2 re-cap - commas for lists	Y2 re-cap - progressive verb in present and past tense	Homophones	Homophones	Suffix - ation	Using a or an	Using a or an	Suffix - ous	Using paragraphs	Suffix - ous	Prefix - in	
Spelling	Y2 common exception words	Y2 common exception words	Words with the long /a / sound spell with ei	Words with the long /e / sound spell with ey	Words with the long /e / sound spell with ey	Words with /u / sound spell with eu	Homophones & near homophones	Homophones & near homophones	Creating adverbs using the suffix -ly (no change to root word)	Using a or an	Using a or an	Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')	Creating adverbs using the suffix -ly (exceptions to the rules)	Creating adverbs using the suffix -ly (exceptions to the rules)	Statutory Spelling Challenge Words	
Aut 1	Aut 1	Aut 1	Aut 1	Aut 2	Aut 2	Aut 2	Aut 2	Aut 2	Aut 3	Aut 3	Aut 3	Aut 3	Aut 3	Aut 3	Aut 3	
Focus	Place Value	Place Value	Place Value	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Money	
Question	Which metal was discovered first?	Which metal was discovered first?	What metal is Sheffield famous for?	Why is Sheffield famous for steel?	How has this had an impact on Sheffield today?	Who was Henry Bessemer and why was he important?	Who was Henry Bessemer and why was he important?	Who was Benjamin Huntsman and why was he important?	What is the history of chocolate?	Where did chocolate originate?	Who brought chocolate to the western world?	How did the cocoa bean arrive in Europe?	How was chocolate was first used?	What is the history of the Cadbury company?	What is the history of the Cadbury company?	
Skills	I can place key events on a timeline using precise dates	I can place key events on a timeline using precise dates	I can use a range of different skills to communicate information about the past	I can use a range of different skills to communicate information about the past	I can use a range of different skills to communicate information about the past	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 a wide variety of different sources to find out facts and present them in a variety of different ways	I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can place key events on a timeline using precise dates	I can use a range of different skills to communicate information about the past	I can use a range of different skills to communicate information about the past	I can use a range of different skills to communicate information about the past	I can use a wide variety of different sources to find out facts and present them in a variety of different ways	I can place key events on a timeline using precise dates	I can use evidence to ask questions and find answers to questions about the past	
Knowledge	I know the order that steels were invented/ discovered.	I know that Sheffield is famous for steel.	I know how Sheffield became a famous steel city.	I know why the steel industry is important to Sheffield and how it is still important today.	I know what Henry Bessemer was famous for.	I know what Henry Bessemer was famous for.	I know what Henry Bessemer was famous for.	I know where there is a tribute to Benjamin Huntsman.	I know the history of chocolate.	I know how the Mayans and Aztecs are important in the discovery of the cacao bean.	I know that Christopher Columbus was the first European to come into contact with cacao.	I know how the cocoa bean arrived in Europe. I know how the industrial revolution changed the production of chocolate.	I know that chocolate was first used as a spicy drink much like coffee.	I know how the Cadbury company was founded and how it has developed over time.	I know how to ask and answer questions about the history of the Cadbury company.	
Activity	Look at clues past and present in Sheffield city to try and find out what Sheffield is famous for. Give reasons for the justification. Create a poster to show the clues and explain how they are relevant to steel.	Look at clues past and present in Sheffield city to try and find out what Sheffield is famous for. Give reasons for the justification. Create a poster to show the clues and explain how they are relevant to steel.	Look at clues past and present in Sheffield city to try and find out what Sheffield is famous for. Give reasons for the justification. Create a poster to show the clues and explain how they are relevant to steel.	Look at clues past and present in Sheffield city to try and find out what Sheffield is famous for. Give reasons for the justification. Create a poster to show the clues and explain how they are relevant to steel.	Look at the steel industry today and find out how it has grown over the years and how it has had a positive impact.	Research and create a fact file about Henry Bessemer.	Research and create a fact file about Henry Bessemer.	Research and create a fact file about Benjamin Huntsman.	Order the timeline cards. Stick them in the correct place and write a sentence underneath each picture.	Research and write about Christopher Columbus' discovery of the cocoa bean. Create a recorded interview host seating Christopher Columbus to explain how he found it and what he did.	Research and write about Christopher Columbus' discovery of the cocoa bean. Create a recorded interview host seating Christopher Columbus to explain how he found it and what he did.	Research and write about Christopher Columbus' discovery of the cocoa bean. Create a recorded interview host seating Christopher Columbus to explain how he found it and what he did.	Research and write about Christopher Columbus' discovery of the cocoa bean. Create a recorded interview host seating Christopher Columbus to explain how he found it and what he did.	Research and write about Christopher Columbus' discovery of the cocoa bean. Create a recorded interview host seating Christopher Columbus to explain how he found it and what he did.	Research and write about Christopher Columbus' discovery of the cocoa bean. Create a recorded interview host seating Christopher Columbus to explain how he found it and what he did.	Research and write about Christopher Columbus' discovery of the cocoa bean. Create a recorded interview host seating Christopher Columbus to explain how he found it and what he did.
Question	Which materials attract and which materials repel magnets?	Which materials attract and which materials repel magnets?	Can you predict what will happen if we put magnet poles together?	Why has the earth got a magnetic south and north pole? What is special about magnetic force? What is the effect of magnetic force?	What is special about magnetic force? What is the effect of magnetic force?	What types of electricity do different appliances use?	What are series circuits?	What components can go into a circuit?	What nutrition do animals need to survive? How and where do animals get their nutrition?	What stages are in the life cycles of humans? What happens during each stage of the human life cycle?	What are the main food groups? What foods are in each food group for our bodies?	What is the importance of each food group for our bodies?	How does our body process food?	What are the different states of matter?	What happens when materials change?	
Skills	I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	I can predict whether two magnets will attract or repel each other, depending on which poles are facing.	I can ask questions about the world around them and explain that they can be answered in different ways.	I can name and describe appliances which are electrically powered, battery powered, mains powered	I can identify and name basic parts of a circuit, including cells, wires, bulbs, switches and buzzers	I can identify and name basic parts of a circuit, including cells, wires, bulbs, switches and buzzers	I know how to make increasingly careful observations, identifying similarities, differences and changes, and making simple conclusions.	I know what types of nutrition animals need to survive.	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 identify and describe the characteristics of each life stage.	I know that all humans have a lifecycle, and that this generally develops from youth, to young adulthood, to adult to old age. I can order on a timeline stages of human growth.	I know examples of carbohydrates, proteins and dairy and fat and vitamins and minerals	I know that our digestive system and understand it's function.	I can compare and group materials together, according to whether they are solids, liquids or gases not a pile, gases escape from a container.	I can explore everyday materials and develop simple descriptions of the states of matter such as solids hold their shape, liquids form a pool not a pile, gases escape from a container.
Knowledge	I know that magnets attract and repel and which materials this effects and why.	I know that magnets attract and repel and which materials this effects and why.	I know magnets have two poles.	I know the earth has a magnetic north and south pole and how this affects the Earth.	I know what a magnetic field looks like.	I know about different types of electricity.	I know about different types of electricity.	I know how to make increasingly careful observations, identifying similarities, differences and changes, and making simple conclusions.	I know what types of nutrition animals need to survive.	I know that all humans have a lifecycle, and that this generally develops from youth, to young adulthood, to adult to old age. I can order on a timeline stages of human growth.	I know examples of carbohydrates, proteins and dairy and fat and vitamins and minerals	I know examples of carbohydrates, proteins and dairy and fat and vitamins and minerals	I know that our digestive system and understand it's function.	I know whether something is a solid, a liquid or a gas.	I know how objects can change state of matter.	
Activity	Research uses for magnets and use magnets as a tool e.g. to play a fishing game, travel game, to sort small mixed objects, some of which are magnetic.	Draw and label diagrams of magnets attracting & repelling objects. Investigate which types of metals repel and opposite poles attract.	Using more than one magnet investigate the way in which like poles repel and opposite poles attract.	Watch video https://www.bbc.co.uk/1/health/science/2017/07/20170718-robot-and-repair-forces . Draw a diagram and write sentences to explain why this is needed. Use a compass to find magnet north and south poles. https://www.rsc.org/education/primary/forces-and-magnets-practical-idea/objectives/	Look at a list of items and decide how they are powered electrically. Draw diagrams to explain. Identify electrical items which are powered in different ways and sort accordingly. Explain why each is powered in the way it is.	Investigate how I use switches to control a bulb and draw a simple circuit diagram.	Identify different symbols for the different components. Follow a circuit diagram and build a simple circuit.	Where in the world does my food come from?	Where and how do cocoa trees grow?	Where is the cocoa bean turned from pod to product.	What is it like to be a cocoa farmer?	What is fair trade?	Why is fairtrade important?	How can we support fair trade goods? How can we encourage people in our community to purchase fair trade goods?	How do we support fair trade goods? How can we encourage people in our community to purchase fair trade goods?	
Question	Where does metal come from?	How is metal made from rocks?	How can I use a point to add a background to the iron man drawings?	Who is Alan Williams?	Who is Alan Williams?	Who is Alan Williams?	Who is Alan Williams?	Who was Quentin Blake? Can I draw in the style of Quentin Blake?	Can I use clay to recreate ancient pottery?	Can I create mood with colour?	Can I create mood with colour?	Can I create observational artwork in the style of Andy Warhol?	Can I create observational artwork in the style of Andy Warhol?	Can I create observational artwork in the style of Andy Warhol?	Can I create a background and then add detail?	
Skills	I can locate countries and cities of the United Kingdom and identify their characteristics including hills, mountains, cities, rivers, key geographical features and land-use patterns	I know the different locations in the world where different metals can be found	I know how metal is formed from natural resources	I can use different grades of pencil to show line, tone and texture.	I can use chalk, pastel and charcoal to show line, tone and texture.	I can use different grades of pencil to show line, tone and texture.	I can sketch lightly (no rubber).	I can use hatching and cross hatching to show tone and texture	I can use hatching and cross hatching to show tone and texture	I can use hatching and cross hatching to show tone and texture	I can use hatching and cross hatching to show tone and texture	I can use hatching and cross hatching to show tone and texture	I can use hatching and cross hatching to show tone and texture	I can use watercolour paint to produce washes for backgrounds then add detail	I can use watercolour paint to produce washes for backgrounds then add detail	

Art	Knowledge	I know how to create and combine shapes to create recognisable forms	I know how to use techniques such as rolling, cutting, moulding and carving using tools and equipment.	I know how to use shading to show light and shadow.	I know how to use watercolour paints to produce washes for backgrounds then add detail with other media.	I know how to use hatching and cross hatching to show tone and texture.	I know how to use different grades of pencil to show line, tone and texture.	I know how to annotate sketches to explain and elaborate ideas.	I know how to annotate sketches to explain and elaborate ideas.	
	Activity	Create wire models of the metal man.	Create embossed foil patterns and pictures on a range of different coloured art foil – or you could use foil pie tins! Offer a range of tools for experimentation, including plastic forks, pastry rollers and cutters and cotton buds.	Pencil sketches of the Iron man	Chalk, pastel and charcoal drawings of the Iron man in different watercoloured backgrounds.	Experiment with drawing and different techniques to show the different patterns and textures of metal	Look at the artist to see how he has used different metal objects to create an image. Practice drawing different metal objects e.g. coops... https://www.kidzpage.com/activities/iron-man-drawing.html	Use the previous weeks drawings to join them together to create their own piece of metal art... create Alana's work... https://www.marblesandglitter.com/polymer-clay	https://public-art-sh.uk/uk/fields/bel7.html use different media to draw and create models of the statue.	
Design	Question	What do wind chimes look like? What are wind chimes used for?	What are wind chimes used for?	What objects will I use to make my wind chime?	How can I join my objects together securely?	Does my wind chime I wanted it to?	I can select from and use a wider range of tools and equipment to perform practical tasks accurately such as hand saws, craft knife (under supervision). I can work safely.	I can use design criteria and the views of others to improve my work.	I can use design criteria and the views of others to improve my work.	
	Skills	I can research and use this to inform my design.	I can research and use this to inform my design.	I can create annotated sketches of my design. I can design a product that is fit for purpose.	I can select from and use a wider range of tools and equipment to perform practical tasks accurately such as hand saws, craft knife (under supervision). I can work safely.	I can use design criteria and the views of others to improve my work.	I can use design criteria and the views of others to improve my work.	I can use design criteria and the views of others to improve my work.	I can use design criteria and the views of others to improve my work.	
RE	Knowledge	I know how to investigate and analyse existing products.	I know how to research a design.	I know how to communicate my ideas.	I know how to strengthen and stiffen and reinforce more complex structures.	I know how to evaluate my ideas and products against my own design criteria.	I know how to investigate and analyse existing products.	I know how to investigate and analyse existing products.	I know how to communicate my ideas.	
	Activity	Look at pre-existing wind chimes. Look at their purpose. Discuss positive and negatives of the wind chimes.	Experiment with different pieces of pipe, exploring what sound it generates when tapped with another metal and explain why. Plan which materials will be needed for the task.	Design wind chimes from old metal tubing, cutlery, keys, chains and other scrap metal objects.	Begin making your wind chime. Pipes will need to be drilled with holes so they can be suspended using wire or string. Children will need help with this.	Complete wind chime and test it. Evaluate the wind chime against design criteria. Decide what they would change if they made it again.				
PE	Question	What does the word inspirational mean?	What makes people inspiring?	What makes a good leader?	What does the word wisdom mean?	How do leaders provide wisdom and inspiration?	Why does showing care matter?	Who is Jesus? Who did Jesus say he was?	How do people see Jesus?	
	Skills	I can say what I think the word inspirational means.	I can say what/who inspires me and how this influences me.	I can explain what factors make a good leader.	I can say what I think the word wisdom means.	I can say why I think the word wisdom is important.	I can say how I show care for other people.	I can explain how caring for others is important.	I can explain how Jesus is through the life of the seven I am symbols.	
Computing 1	Knowledge	I know what inspirational means.	I know that inspirational leaders are those who make positive change.	I know who is a leader and how they provide wisdom and inspiration to me, e.g. School council, class teacher, football coach, parents, local government etc.	I know what wisdom means.	I know how leaders can provide wisdom and inspiration to others.	I know how to care for others.	I know that Jesus is the founder of Christianity.	I know that symbols are important in all religions.	
	Activity	Discuss the word inspirational and create a menu for what inspirational means, might look like.	Discuss inspirational people in our lives and create a picture of the person with the attributes which make them inspiring.	Discuss leaders in our lives and list things that make them a good leader.	Discuss the word wisdom and create a menu for what wisdom means/ might look like.	Watch videos of ways in which leaders have provided wisdom and inspiration to others. Think about if there's ever been a time in our lives when someone has done that for us.	Look at different scenarios and discuss how we would show care. Discuss what would happen if we didn't show care.	Describe ourselves in symbols eg. if I was a car I would be a Porsche because... Look at and discuss Jesus and the seven symbols he chose for himself.	Read and research the parable. The meaning of this parable could be explored by asking groups of pupils to build two structures out of paper or straws. Secure one of the structures down to its base. The other one is to be free standing. Pupils are to blow on the structures or wobble the table which one falls down first and why? Discuss the meaning of the parable.	

MFL	Question	Can you say numbers 0-10 and establish common letter strings?	Can you participate in a short exchange greeting someone? Can you identify rhyming words in a poem?	Can you participate in a short exchange greeting someone? Can you identify rhyming words in a poem?	Can you participate in a short exchange greeting someone? Can you identify rhyming words in a poem?	Can you follow simple classroom commands? Can you recognise the auditory discrimination between un/una?	Can you follow simple classroom commands? Can you recognise the auditory discrimination between un/una?	Can you follow simple classroom commands? Can you recognise the auditory discrimination between un/una?	Can you introduce yourself by asking and answering 'What is your name?'? Can you use different forms of address for adults?	Can you introduce yourself by asking and answering 'What is your name?'? Can you use different forms of address for adults?	Can you introduce yourself by asking and answering 'What is your name?'? Can you use different forms of address for adults?	Can you introduce yourself by asking and answering 'What is your name?'? Can you use different forms of address for adults?	Can you join in a class nativity performance? Can you learn a Spanish Christmas carol?	Can you join in a class nativity performance? Can you learn a Spanish Christmas carol?	Can you understand how Christmas is celebrated in Spain? Can you write a letter to Father Christmas?	Can you understand how Christmas is celebrated in Spain? Can you write a letter to Father Christmas?	
	Skills	I can understand and say numbers 0-10 with correct pronunciation. I can recognise the letter strings – un, la, et. I can recognise the number of syllables in words	I can say greetings in Spanish. Listen and respond to rhymes. I can notice accents. I can participate in a short exchange.	I can say greetings in Spanish. Listen and respond to rhymes. I can notice accents. I can participate in a short exchange.	I can say greetings in Spanish. Listen and respond to rhymes. I can notice accents. I can participate in a short exchange.	I can answer the register appropriately. I can revise '¿Qué tal?' and responses. I can follow simple classroom commands.	I can answer the register appropriately. I can revise '¿Qué tal?' and responses. I can follow simple classroom commands.	I can answer the register appropriately. I can revise '¿Qué tal?' and responses. I can follow simple classroom commands.	I can speak confidently with good intonation and pronunciation. I can understand the forms of address for adults – Señor, Señora, Señoría. I can perform a short role play.	I can speak confidently with good intonation and pronunciation. I can understand the forms of address for adults – Señor, Señora, Señoría. I can perform a short role play.	I can speak confidently with good intonation and pronunciation. I can understand the forms of address for adults – Señor, Señora, Señoría. I can perform a short role play.	I can speak confidently with good intonation and pronunciation. I can understand the forms of address for adults – Señor, Señora, Señoría. I can perform a short role play.	I can follow a short nativity dialogue. I can perform a role in a class nativity play. I can join in singing a Spanish Christmas carol.	I can follow a short nativity dialogue. I can perform a role in a class nativity play. I can join in singing a Spanish Christmas carol.	I can write a letter to Father Christmas. I can say how Christmas is celebrated in Spain.	I can write a letter to Father Christmas. I can say how Christmas is celebrated in Spain.	
	Knowledge	I know the links between some sounds and spellings. I know how to watch the mouth of the speaker	I know how to imitate pronunciation. I know and can notice how punctuation may vary between English and Spanish – e.g. upside down question mark	I know how to imitate pronunciation. I know and can notice how punctuation may vary between English and Spanish – e.g. upside down question mark	I know how to imitate pronunciation. I know and can notice how punctuation may vary between English and Spanish – e.g. upside down question mark	I know the auditory discrimination between un/una. I know how to make Spanish sounds and copy intonation patterns	I know the auditory discrimination between un/una. I know how to make Spanish sounds and copy intonation patterns	I know the auditory discrimination between un/una. I know how to make Spanish sounds and copy intonation patterns	I know how to introduce oneself by understanding, asking and answering the question: 'What's your name?'. I know how to use the forms of address for adults – Señor, Señora, Señoría. I know typical Spanish first names and	I know how to introduce oneself by understanding, asking and answering the question: 'What's your name?'. I know how to use the forms of address for adults – Señor, Señora, Señoría. I know typical Spanish first names and	I know how to introduce oneself by understanding, asking and answering the question: 'What's your name?'. I know how to use the forms of address for adults – Señor, Señora, Señoría. I know typical Spanish first names and	I know how to introduce oneself by understanding, asking and answering the question: 'What's your name?'. I know how to use the forms of address for adults – Señor, Señora, Señoría. I know typical Spanish first names and	I know how to perform simple communicative tasks using single words, phrases and short sentences. I know how to listen and respond to simple stories, finger rhymes and songs	I know how to perform simple communicative tasks using single words, phrases and short sentences. I know how to listen and respond to simple stories, finger rhymes and songs	I know how to write some short words. I know some details of how Christmas is celebrated in Spain. I know five typical items of vocabulary for presents.	I know how to write some short words. I know some details of how Christmas is celebrated in Spain. I know five typical items of vocabulary for presents.	
	Activity	Recap all lesson 1	Lesson 2 Part 1 - Model greetings using puppets and then allow children to copy. Part 2 - Ask and answer the question '¿Qué tal?' What is a melody?	Lesson 2 Part 2 - Revise all greetings and watch the video clips. Part 4 - Revise greetings. Look at a poem containing the greetings. What is a harmony?	Lesson 2 Part 2 - Revise all greetings and watch the video clips. Part 4 - Revise greetings. Look at a poem containing the greetings. What is a harmony?	Lesson 3 Part 1 - Use cuddly toys for greetings. Use cuddly toys for greetings. Use '¿Qué tal?' and responses. I can follow simple classroom commands.	Lesson 3 Part 1 - Use cuddly toys for greetings. Use cuddly toys for greetings. Use '¿Qué tal?' and responses. I can follow simple classroom commands.	Lesson 3 Part 1 - Use cuddly toys for greetings. Use cuddly toys for greetings. Use '¿Qué tal?' and responses. I can follow simple classroom commands.	Lesson 4 Part 3-4 - Children draw imaginary family and label '¡Hola! Me llamo + name'	Lesson 5 Part 1 - Learn a song containing the greetings.	Lesson 5 Part 1 - Learn a song containing the greetings.	Lesson 5 Part 1 - Learn a song containing the greetings.	Christmas Lesson 1 Part 1 - Learn the nativity character's names and listen to a Spanish carol. Part 2 - Children read and practise saying the dialogue between the characters. What were the notes of the pentatonic scale?	Christmas Lesson 2 Part 1 - Compare English and Spanish Christmas traditions. Part 2 - Learn, practise and perform Spanish carols. How could I use feedback to help with my performance?	Christmas Lesson 2 Part 3 - Introduce them to new words and look at a written letter. Learn some present words. Part 4 - Write a short letter to Father Christmas. What is a soundscape?		
MUSIC	Question	What is a round?	What does internalising mean?	What does internalising mean?	How do you give feedback to a performance?	How do you give feedback to a performance?	How do you give feedback to a performance?	How do you give feedback to a performance?	How do you give feedback to a performance?	How do you give feedback to a performance?	How do you give feedback to a performance?	How do you give feedback to a performance?	How do you give feedback to a performance?	How do you give feedback to a performance?	How do you give feedback to a performance?	How do you give feedback to a performance?	
	Skills	I can take part in two songs	I can identify a melody within a piece of Music.	I can identify a harmony within a piece of Music.	I can use different strategies to work as part of an ensemble.	I can use correct posture to aid my singing performance.	I can perform one part as an ensemble.	I can reflect on my composition using some specific terminology	I can reflect on my composition using some specific terminology	I can reflect on my composition using some specific terminology	I can reflect on my composition using some specific terminology	I can reflect on my composition using some specific terminology	I can compose using the pentatonic scale	I can compose using the pentatonic scale	I can compose using the pentatonic scale	I can compose using the pentatonic scale	I can compose using the pentatonic scale
	Knowledge	I know what a round is and can perform my own section.	I know what a melody is.	I know what a harmony is in relation to a melody.	I know what I mean by internalising and give an example.	I know how to show a good singing position.	I know how to perform with others.	I know how to use Music terminology to give feedback.	I know how to use Music terminology to give feedback.	I know how to use Music terminology to give feedback.	I know how to use Music terminology to give feedback.	I know how to use Music terminology to give feedback.	I know how to clap rhythms using mnemonics. - PRACTICAL	I know how to clap rhythms using mnemonics. - PRACTICAL	I know how to reflect on what others say about my performance and use the feedback to aid my Musical development.	I know how to reflect on what others say about my performance and use the feedback to aid my Musical development.	I know how to reflect on what others say about my performance and use the feedback to aid my Musical development.
	Music Topic	Rounds	Rounds	Rounds	Rounds	Rounds	Rounds	Rounds	Rounds	Rounds	Rounds	Rounds	Chinese	Chinese	Chinese	Chinese	Chinese
PE	Question	What is dribbling?	What is tackling?	What is tackling?	How do I tag?	How do I tag?	How do I tag?	How do I tag?	How do I tag?	How do I tag?	How do I tag?	How do I tag?	How do I tag?	How do I tag?	How do I tag?	How do I tag?	
	Skills	I can use my laces, instep and outside to move with a football	I can use the drag back to turn	I can use the inside of my foot to pass	I can attempt to take the ball off my partner without committing a foul	I can use my laces to shoot at goal and my opponents	I can distinguish between my team and my opponents	I can tackle using the tag belts	I can pass a ball correctly	I know I need to defend (run to score) or defend (try and tag) depending on the command	I know I cannot defend when scoring a try	I know if I have the ball I need to score a try and if I don't I'm trying to tag	I know how to hold my hockey stick	I know how to hold my hockey stick	I know how to hold my hockey stick	I know how to hold my hockey stick	I know how to hold my hockey stick
	Knowledge	I know what dribbling is and which part of my foot to use	I know what a turn looks like and why to turn during a game	I know what a short pass is and which part of my foot to use	I know what a tackle is and the risks involved (foul)	I know I need to shoot to score a goal	I know football is a team game played against another team	I know the rules of tagging (shout tag, hold in the air, place on floor)	I know I can only pass backwards / sideways	I know I need to defend (run to score) or defend (try and tag) depending on the command	I know I cannot defend when scoring a try	I know if I have the ball I need to score a try and if I don't I'm trying to tag	I know how to hold my hockey stick	I know how to hold my hockey stick	I know how to hold my hockey stick	I know how to hold my hockey stick	I know how to hold my hockey stick
	Activity	Football	Football	Football	Football	Football	Football	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey

Drains - GACF musical and film scenes (think about character's thoughts and feelings) - songs from GACF film and musical

Spring Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Topic	Romans						Earthquakes and Volcanoes (Terrible Tremors)						
Genre	Non- Chronological report	Non- Chronological report	Poetry - soliloquy	Poetry - soliloquy	Persuasive Writing	Persuasive Writing	Narrative (second time)	Narrative (second time)	Newspaper report (second time)	Newspaper report (second time)	Fact file	Fact file	
Skills	I can write a non-chronological report	I can write a non-chronological report	I can write a soliloquy	I can write a soliloquy	I can write to persuade.	I can write to persuade.	I can write a story	I can write a story	I can write a report	I can write a report	I can write a fact file	I can write a fact file	
Knowledge	I know how to use the features of a non-chronological report	I know how to use the features of a non-chronological report	I know how to use the features of a soliloquy	I know how to use the features of a soliloquy	I know how to use the features of persuasion.	I know how to use the features of persuasion.	I know how to use the features of a story.	I know how to use the features of a story.	I know how to use the features of a newspaper report	I know how to use the features of a newspaper report	I know how to use the features of a fact file	I know how to use the features of a fact file	
Activity	Research Rome. Feature spot and plan a non-chronological report about Romans and Roman life using the given headings.	Complete the non-chronological report about Romans and Roman life using the given headings.	Feature spot and plan. Listen to and use the celtic soldier version. Write the soliloquy from the point of view of the Roman soldier. Perform the poem.	Listen to and use the celtic soldier version. Write the soliloquy from the point of view of the Roman soldier. Perform the poem.	Holiday Brochure to persuade people to visit ancient Rome. Key features, superlatives, planning, research.	Holiday Brochure to persuade people to visit ancient Rome. Planning, writing, editing, presenting.	Escape from Pompeii story - Listen to and find the main plot of the story. Feature spot and plan. Write descriptions about the characters and the setting. Use a story mountain to split the story into a 5 part story structure, starting with the main problem.	Write the opening, build up, climax/problem, resolution and ending. Use the same problem but children can think of their own build up, resolution, characters and settings.	Feature spot and plan a newspaper retell the real story of an erupting volcano or earthquake. Reserach a natural disaster, find out the facts and write a report about it.	Write a newspaper retell the real story of an erupting volcano or earthquake. Reserach a natural disaster, find out the facts and write a report about it.	Plan and feature spot. Research other natural disasters, use the natural disaster as the heading and write facts about each one.	Research other natural disasters, use the natural disaster as the heading and write facts about each one.	
GPS	Paragraphs	Headings and Sub-headings	Adding suffixes beginning with a vowel 'er' 'ed' 'ing' to words with more than one syllable (unstressed last syllable so do not double the final consonant)	Adding suffixes beginning with a vowel 'er' 'ed' 'en' 'ing' to words with more than one syllable (stressed last syllable - double the final consonant)	Inverted commas for direct speech	Inverted commas for direct speech	Prefix - dis, mis, un	Prefix - super, anti, auto	Prefix - re, sub, inter	Time conjunctions	Place and cause conjunctions	Subordinate clause	
Spellings	short 'i' spelt 'y'				Prefix mis	Prefix - dis	/k/ sound spelt 'ch'			adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')	Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	Words with a /sh/ sound spelt with 'ch'	Statutory Spelling Challenge Words
Maths White Rose	Block	Spr 3	Spr 3	Spr 4	Spr 4	Spr 4	Spr 5	Sum 1	Sum 1	Sum 1	Sum 2	Sum 2	
Focus	Statistics	Statistics	Measure: Length and Perimeter	Measure: Length and Perimeter	Measure: Length and Perimeter	Fractions	Fractions	Fractions	Fractions	Fractions	Time	Time	
History	Question	What was homelife like in ancient Rome?	How did Rome become an empire?	What were the different social classes in Ancient Rome? Who was in charge?	Is it fair that gladiators fought animals? Would you want to be a Roman gladiator?	Is it fair that gladiators fought animals? Would you want to be a Roman gladiator?	Who were some of the gods and goddesses in Roman mythology?						
Skills	I can use a range of different skills to communicate information about the past.	I can use a range of historical sources and evidence to gain a more accurate understanding of history	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 a range of historical sources and evidence to gain a more accurate understanding of history	I can use a range of historical sources and evidence to gain a more accurate understanding of history	I can use a range of different skills to communicate information about the past							
Knowledge	I know what life was like for an everyday person in ancient Rome.	I know some of the countries that were ruled by the Roman empire.	I know about the different classes in Romans society.	I know about Roman Gladiators	I know about Roman Gladiators	I know some of the gods and goddesses in Roman mythology.							
Activity	Plan bee - Romans history - Lesson 3	Plan bee - Romans history - Lesson 1	Plan bee - Romans history - Lesson 2	Plan bee - Romans history - Lesson 4	Write a sky sports style news commentary for a Roman Gladiator fight.	Plan bee - Romans history - Lesson 5							
Science	Question	What bones are part of the humans skeleton? Why is the skeleton important?	Why do we have muscles? How do muscles help us to move?	What are the main body systems (circulatory, respiratory and digestive)?	Which organs belong to the main body systems (circulatory, respiratory and digestive)?	What is the process of fossil formation? Who was Mary Anning and why was she important?	How can rocks be grouped? What are the three categories which rocks can be grouped into?	Are there different light sources? What are the comparisons between light sources in terms of colour and brightness?	Why does a volcano erupt?	How does light travel?	Why do shadows take the shape of the object that is blocking the light?	How does sound travel? How can technology help improve people's hearing?	
Skills	I can identify different bones in the skeleton.	I can identify the main parts of some of the human body systems such as different bones and muscles in the skeleton and I know their function.	I can identify the main human body systems.	I can identify which organs belong to which human body system.	I can explain how fossils form.	I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	I can explain that objects are seen because they give out or reflect light into the eye. I can explain why some people can't see.	I can identify a number of light sources of different kinds I can make comparisons between light sources in terms of colour and brightness	I can explain how magma rises and causes an eruption.	I can explain how light travels.	I can identify that the shape of a shadow is the shape of object.	I can describe and find patterns in the way that the size of shadows change.	I can explain how sound travels in waves. I can explain why some people can't hear.
Knowledge	I know that humans have muscles and skeletons for support and movement and protection.	I know that humans have muscles and skeletons for support and movement and protection.	I know their function.	I know that our body has organs which help us like the lungs which help us breathe and the heart that is part of the circulatory system which transport blood around our bodies through arteries and veins.	I know how fossils are formed. I know that Mary Anning was a palaeontologist who made significant fossil finds on the southern coast of England	I know the three categories which rocks can be grouped into.	I know how light reflects into the eye. I know that some people can't see well and wear glasses and that simple technology can help us see such as telescopes, binoculars etc.	I know there are different light sources.	I know the process of an erupting volcano.	I know that light travels in straight lines.	I know when light is blocked by an object it can cause a shadow.	I know that sound waves from a sound source travel through a medium such as air or water to the ear. I know that some people can't hear and that simple technology can help us hear (such as hearing aids and vibration alerts)	
Activity	Group and classify bones according to their characteristics - can use types of pasta e.g flat bone, irregular bone etc. Practically make the skeleton and label each bone.	Twinkl - KS2 Science: Animals Including Humans: Mighty Muscles Year 3 Lesson Pack 5	List the main body systems and explain the main function of each one.	Label a diagram of the body and create a colour code for the different organs and which body system they belong to. Write what each organ does for it's system.	https://www.stem.org.uk/resources/elibrary/resource/36611/fossils Watch video and create replica fossils. Jo got a full presentation about Mary Anning: https://www.youtube.com/watch?v=qNOh-85_Dmc	Rock detectives - sort and classify. https://www.stem.org.uk/resources/elibrary/resource/26719/rocks-rocks-and-fossils	Good videos about how light travels and enters our eyes: https://www.bbc.co.uk/bitesize/topics/zbsggk7	Sort sources of light - natural and artificial, observe brightness and directionality. Determine how they are suitable for different purposes.	Make erupting volcano. - link back to rocks lesson.	Investigate how light travels in a straight line using torches and masks, or lightboxes	Observation over time - investigate what shadows are and why they are formed. Investigate how the size of shadows change throughout the day (link to knowledge about light travelling in straight lines). Could make sun dial on playground and go over at regular intervals to chalk reflection on ground. SHADOW PUPPETS IN THE CLASSROOM: https://www.reachoutcpd.com/courses/upper-primary/light/light-4/objectives/	Practical to show how sound travels. Draw diagrams to show the sound waves entering the ear. Can you see sound experiment https://www.youtube.com/watch?v=37csXse35VQ . Research aids for the deaf and write down what can help people. Some really good resources here: https://www.reachoutcpd.com/courses/upper-primary/sound/sound-4/objectives/	
Geography	Question	Where are Italy and Rome on a world map?	What mountains and rivers are surrounding Rome and Italy?	Can you ask and answer geographical questions about the physical and human characteristics of Rome?	How is Britain different to Italy?	What would Rome be like as a holiday destination?	How were Roman roads made?	What will you find under the Earth's surface?	How are volcanoes formed?	How do people use natural resources to survive near volcanoes and what are the challenges of living here?	Where do earthquakes happen?	What causes earthquakes?	What are the challenges of living in an earthquake zone?
Skills	I can name and locate Italy and Rome on a map.	I can locate counties and cities of Italy and Rome and identify their characteristics including hills, mountains, cities, rivers, key topographical features and land-use patterns.	I can ask and answer geographical questions about the physical and human characteristics of a location in Italy and Rome.	I can compare the human and physical features of Britain and Italy.	I can identify the key features of Rome.	I can identify different types and layers of rocks.	I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world. I can locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a given map	I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world. I can describe how people use natural resources to survive.	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 ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world. I can use 8 points of a compass to locate places	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 ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world. I can describe how people use natural resources to survive.	
Knowledge	I know that Rome is the capital of Italy and where in the world Italy is located on a map.	I know which cities, mountains and rivers surround Italy. Children to use an atlas to identify and label the cities, mountains and rivers listed. Plan bee - Romans Geography - Lesson 1 worksheet 1C.	I know which key features of Rome are physical and human.	I know the similarities and differences of Britain and Italy	I know the main tourist attractions of Rome.	I know how rocks played a significant role in making Roman roads.	I know the earth is made up of different layers.	I know how volcanoes effect peoples lives.	I know where earthquakes happen.	I know what causes earthquakes.	I know the effects of earthquakes on the people living in these areas.		
Activity	Identify and label on a map. Plan bee - Romans Geography - Lesson 1		Plan bee - Romans Geography - Lesson 3	Plan bee - Romans Geography - Lesson 2	Practically make a roman road using food as the different rock layers.		Planbee - extreme earth - lesson 6. Create a layered picture flap book and label and write about each layer.	Planbee - extreme earth - lesson 6. Create a survival guide.	Planbee - extreme earth - lesson 4. Create a labelled map with a key to locate active earthquakes today.	Planbee - extreme earth - lesson 4. Write a fact file.	Planbee - extreme earth - lesson 4. Create a staged interview of a news reporter and an earthquake survivor.		
Question	Can you create a collage of a Roman mosaic?	Can you use clay to make a Roman artefact?	Can you create a background and then add detail? Can you create mood with colour?	How can you draw Boudica to represent her personality?	Can you use observations to create pictures of Romes tourist attractions?	Can you paint a Roman God or Goddess?	Can you use watercolour correctly?	Who is Christina Balit?	Can you experiment with colour and blending?	Can you create a wire sculpture?	Can you use an image for inspiration?	Can you use different media to show texture and pattern?	

Art	Skills	I can use materials to provide interesting detail.	I can mould, shape and carve clay, adding materials to provide interesting detail.	I can use watercolour paint to produce washes for backgrounds then add detail. I can experiment with creating mood with colour.	I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines	I can use different grades of pencil to show line, tone and texture.	I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines	I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	I can draw in the style of Christina Ballit.	I can use shading to show light and shadow. I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	I can create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).	I can use different grades of pencil to show line, tone and texture.	I can experiment with creating mood with colour.	
	Knowledge	I know how to combine materials to create a collage.	I know how to use the correct tools to mould, shape and carve clay.	I know how to use watercolour paint to produce washes for backgrounds then add detail with other media.	I know how to mix colours effectively.	I know how to use shading to show light and shadow.	I know how to mix colours effectively.	I know how to use watercolour paint to produce washes for backgrounds then add detail.	I know how to use hatching and cross hatching to show tone and texture.	I know how to mix colours effectively.	I know how to include textures by adding painted materials to provide interesting detail.	I know how to use shading to show light and shadow.	I know how to use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	
	Activity	Create a Roman mosaic using collage techniques. Plan bee - Romans Art - Lesson 1	Clay to make an ancient Roman artefact. Plan bee - Romans Art - Lesson 3	Create a background wash using dark colours. Pain a Roman soldier on top in vibrant colours.	Sketches and paintings of Boudica.	Sketches of the main Roman landscapes and tourist attractions.	Choose one of the Roman gods or goddesses to portray in a painting. Plan bee - Romans Art - Lesson 2	Watercolour paintings of the earth.	Pastel drawings of artwork from the book 'Escape from Pompeii'	Charcoal, pastel and paintings of erupting volcanoes.	Wire nylon sculpture of fire to represent the lava.	Sketches of earthquake art work using inspiration from Earthquake Fissures by David Parker	Paintings and drawings of other natural disasters eg. tsunamis, tornadoes. Plan bee - extreme earth art - lesson 1 and 2	
Design	Question	Can you design a product for a specific purpose and user?	Can you choose an appropriate technique from a range of options to join your materials and justify why you have chosen this?	Can you test your design and say if it is fit for purpose?	Can you design and create a prototype of your product? Can you de-construct a product, explain how it works and use this to influence your own design?	Can you redraft your design after discussions with others?	Can you test your design and say if it is fit for purpose?	Can you research existing products?	Can you research to support my design criteria.	I can generate and communicate my ideas through discussion, sketches and diagrams. I can think of a solution to a problem and consider the practicality of my design. I can label all parts of my design.	I can use a glue gun with close supervision. I can cut slots. I can cut internal shapes.	Can you choose an appropriate technique from a range of options to join your materials and justify why you have chosen this? Can you incorporate a circuit into your design, where appropriate?	Can you choose an appropriate technique from a range of options to join your materials and justify why you have chosen this? Can you incorporate a circuit into your design, where appropriate?	Can you redraft your design after discussions with others?
	Skills	I can research and use this to inform my design. I can create annotated sketches of my design. I can design a product that is fit for purpose.	I can create a shell or frame structure, strengthening with diagonal struts.	I can think of a solution to a problem and consider the practicality of my design. I can describe my idea and how it solves the problem	I can research and use this to inform my design. I can create annotated sketches of my design. I can design a product that is fit for purpose. I can create a prototype	I can generate and communicate my ideas through discussion, sketches and diagrams. I can think of a solution to a problem and consider the practicality of my design	I can use lolly sticks/ card to make levers and linkages. I can work safely.	I can research and use this to inform my design. I can create annotated sketches of my design. I can design a product that is fit for purpose. I can create a prototype	I can research to support my design criteria.	I can generate and communicate my ideas through discussion, sketches and diagrams. I can consider the practicality of my design. I can design my idea and improve	I can use a glue gun with close supervision. I can cut slots. I can cut internal shapes.	I can use lolly sticks/ card to make levers and linkages. I can select from and use a wider range of tools and equipment to perform practical tasks accurately such as handsaws, craft knife (under supervision) . I can work safely. I can use a simple circuit in a model.	I can use lolly sticks/ card to make levers and linkages. I can select from and use a wider range of tools and equipment to perform practical tasks accurately such as handsaws, craft knife (under supervision) . I can work safely. I can use a simple circuit in a model.	I can use design criteria and the views of others to improve my work
	Knowledge	I know how to research a design. I know how to communicate my ideas.	I know how to strengthen and stiffen and reinforce structures.	I know how to consider the views of others to improve my work.	I know how to research a design. I know how to communicate my ideas.	I know how to investigate and analyse existing products.	I know how to strengthen and stiffen and reinforce more complex structures. I know how to evaluate my ideas and products against my own design criteria.	I know how to research a design. I know how to communicate my ideas.	I know how to research a design	I know how to communicate my ideas.	I know how to use a variety of different construction techniques.	I know how to use a variety of different construction techniques.	I know how to use a variety of different construction techniques.	I know how to evaluate my ideas and products against my own design criteria. I know how to consider the views of others to improve my work.
	Activity	Look at different Roman shields. Discuss the purpose of the shield. Design their shield.	Make the Roman shield.	Play a game of dodgeball using a soft ball to test the shield and see if the design protects them from the ball. Evaluate their design to decide whether it gave suitable protection and what they would change about it.	Plan a Roman Catapult. Research catapults. Children work in pairs and use construction equipment (Lego® etc) to build simple catapult prototypes. Children explain how their catapult works using terms such as force, push, pull, etc. Test the Catapult.	Design the catapult. Give them some designs, e.g. the Ballistae, magnum, etc (see websites: session resources) to look at to help them. Show the chn a range of equipment they will have access to: art straws, wooden sticks, wooden construction DT equipment, balsawood, card, rubber bands, junk modelling equipment, wheels, etc. Explain to chn that when they draw their design they should label the parts so they know what each part will be made from. Show the class a basic catapult: a 'Y' frame with a rubber band between the top of the 'Y'. Show how this works very well and discuss where the force is applied and then how an opposing force acts to fling the counter. Explain to chn that their catapult should stand-alone and be able to fling a small counter.	Make the catapult. Test the catapult by flinging the same object to see whose catapult sends the object the furthest. Evaluate the catapult to see if it worked and note if they would change anything.	Look at different Roman shields. Discuss the purpose of the shield. Design their shield.	Design an interactive info-box.	Make the interactive info-box.	Make the interactive info-box.	Make the interactive info-box.	Make the interactive info-box.	Present the interactive info-box. Get feedback from peers and decide how you might change your design to improve it.
	Question	What can we learn from religious stories? How do Christians believe Earth was created?	What other theories of creation are there?	What can we learn from religious stories?	What is reincarnation?	Who is the leader of Islam?	Who is the leader of Judaism?	What are the main Christian celebrations?	What are the main Islamic celebrations?	What are the main Jewish celebrations?	How and why are Holy Week and Easter an expression of Christian beliefs about Jesus?	How can I celebrate the life and teachings of Jesus?	How can I celebrate the life and teachings of Jesus?	
Skills	I can describe and understand the link between the Bible story of creation and other theories of creation.	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 my own skills as a storyteller in relation to 'great lives' in religious stories.	I can explain what reincarnation is and explain how this links to creation.	I can understand how key leaders can be sources of wisdom for religious believers.	I can understand how key leaders can be sources of wisdom for religious believers.	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 learn about Islamic celebrations and commitments. I can reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all.	I can learn about Jewish celebrations and commitments. I can reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all.	I can learn about Christian celebrations and commitments by describing some spiritual ways of celebrating Christian festivals, such as Easter. I can reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all.	I can reflect on why some people see Jesus as inspirational. I can learn about Christian celebrations such as, Easter.	I can reflect on why some people see Jesus as inspirational. I can learn about Christian celebrations such as, Easter.		
Knowledge	I know the Christian story of creation and other theories of creation.	I know other theories of creation.	I know the story of Noah and how this relates to creation and starting again. I know how to analyse stories and the impact of different characters. e.g lesser characters in stories.	I know about reincarnation in Buddhism and how this links to creation.	I know that inspirational leaders are those who make positive change. I know that followers of religion are inspired by leaders such as The Pope, etc. I know that whatever your colour, religion, race, ethnicity, gender, background, etc, we are equal.	I know that inspirational leaders are those who make positive change. I know that followers of religion are inspired by leaders such as The Pope, etc. I know that whatever your colour, religion, race, ethnicity, gender, background, etc, we are equal.	I know the difference between practising Christians and their views and the cultural traditions involved.	I know the views and the cultural traditions involved in Islam.	I know the views and the cultural traditions involved in Judaism.	I know that Christianity is the religion that is based on the birth, life, death, resurrection and teaching of Jesus Christ	I know that Christianity is the religion that is based on the birth, life, death, resurrection and teaching of Jesus Christ	I know that Christianity is the religion that is based on the birth, life, death, resurrection and teaching of Jesus Christ		
Activity	Research and find out the Christian story and beliefs of creation. Retell the story.	Recap last weeks learning. Compare this to other theories of creation.	Read and retell the story of Noah. Discuss how this links to creation.	Research reincarnation and create a poster to show how this links to creation.	Research the leader/s of Islam and compare to God and Jesus.	Research the leader/s of Judaism and compare to God and Jesus.	Create a picture timeline of the main Christian celebrations.	Create a picture timeline of the main Islamic celebrations.	Create a picture timeline of the main Jewish celebrations.	Identify key events from holy week and learn what Christians believe happened to Jesus. Understand key words such as 'resurrection' 'miracle' 'palm sunday' 'last supper' 'betrayal' etc. Sequence and retell the story.	Pupils are to imagine that they have been asked by a local Church to design a new stained glass window, which celebrates the life and teachings of Jesus or the festival of Easter. Their design needs to be eye catching, inspiring and informative and show the importance of Jesus for Christians today.	Pupils are to imagine that they have been asked by a local Church to design a new stained glass window, which celebrates the life and teachings of Jesus or the festival of Easter. Their design needs to be eye catching, inspiring and informative and show the importance of Jesus for Christians today.		
PSHE	Question	How can we work together to complete a challenge?	How can we overcome obstacles?	How can we celebrate our success?	What does it mean to be fit and healthy?	How can I be fit and healthy?	What are drugs?	How can I stay safe?	What is the difference between safe and unsafe?	Why is our body important to us?	What are the roles and responsibilities of members of my family?	How can I be a good friend?	How can I stay safe online?	
	Skills	I can be motivated and enthusiastic about achieving our new challenge.	I can recognise obstacles which might hinder my achievement and take steps to overcome them.	I can evaluate my own learning process and identify how it can be better next time.	I can set myself a fitness challenge	I can make a healthy choice.	I can tell you my knowledge and attitude towards drugs.	I can express how being anxious or scared feels	I can take responsibility for keeping myself and others safe	I can respect my body and appreciate what it does for me	I can describe how taking some responsibility in my family makes me feel	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.	
	Knowledge	I know that am responsible for my own learning and that I can use my strengths as a learner to achieve the challenge	I know how to manage the feelings of frustration that may arise when obstacles occur	I know how to be confident in sharing my success with others and how to store my feelings in my internal treasure chest.	I know how exercise affects my body and know why my heart and lungs are such important organs.	I know what it feels like to make a healthy choice. I know that the amount of calories, fat and sugar I put into my body will affect my health.	I know how I feel about drugs.	I know things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help	I know when something feels safe or unsafe	I know how complex my body is and how important it is to take care of it	I know the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	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	
	Activity	4 - our new challenge	5 - overcoming obstacles	6 - celebrating my learning	1 - being fit and healthy	2 - being fit and healthy	3 - what do I know about drugs?	4 - being safe - keeping safe	5 - safe or unsafe	6 - my amazing body	1 - family roles and responsibilities	2 - friendship	3 - keeping myself safe online	

Computing 1	Question	What is coding? What is a command?	What is a sequence of commands?	How can we start and end a sequence for a specific character?	How can I create a background?	How can I create a program?	How can I create a program?	How can I change the speed of my character?	How can I repeat a sequence?	How can I add sound to my program?	How can I use programming to tell a story?	How can I use programming to tell a story?	How can I use programming to tell a story?
	Skills	I can put programming commands into a sequence to achieve a specific outcome. I can give and follow instructions.	I can create sequences of the same motion block. I can create sequences using a variety of different motion blocks. I can put programming commands into a sequence to achieve a specific outcome.	I can use the start and end programming blocks. I can choose a character from the character library.	I can create a background. I can program multiple characters at once.	I can create a background. I can create a sprite. I can save my program.	I can retrieve and open my previous work. I can use previous learned blocks to create a sequence. I can make my sprite move.	I can use the speed block. I can change the speed of my character.	I can use repeat and loop commands.	I can use the Speech Bubbles, Sounds, Pages, and Wait For blocks. I can add sound to my project.	I can create the beginning of the story using programming. I can create an algorithm I will need for a simple program. I can identify the error in an algorithm.	I can create the middle of the story using programming. I can create an algorithm I will need for a simple program. I can identify the error in an algorithm.	I can create the end of the story using programming. I can create an algorithm I will need for a simple program. I can identify the error in an algorithm.
	Knowledge	I know what programming is. I know how to create a sequence of commands.	I know how to put programming commands into a sequence to achieve a specific outcome.	I know a green flag goes at the beginning of a sequence of programming blocks. I know a red end block goes at the end of a sequence of programming blocks.	I know how to create a background. I know how to program multiple characters at once.	I know how to create a background. I know how to create a sprite. I know how to save my program.	I know how to retrieve and open my previous work. I know how to use previous learned blocks to create a sequence. I know how to make my sprite move.	I know how to use the speed block. I know how to change the speed of my character.	I know how to use repeat and loop commands.	I know how to use the Speech Bubbles, Sounds, Pages, and Wait For blocks. I know how to add sound to my project.	I know how to create the beginning of the story using programming. I know how to create an algorithm I will need for a simple program.	I know how to create the middle of the story using programming. I know how to create an algorithm I will need for a simple program.	I know how to create the end of the story using programming. I know how to create an algorithm I will need for a simple program.
	Activity	Scratch Jr full curriculum - lesson 1	Scratch Jr full curriculum - lesson 2	Scratch Jr full curriculum - lesson 3	Scratch Jr full curriculum - lesson 4	Scratch Jr full curriculum - project 1	Scratch Jr full curriculum - project 1	Scratch Jr full curriculum - lesson 5	Scratch Jr full curriculum - lesson 6	Scratch Jr full curriculum - lesson 7	Scratch Jr full curriculum - project 2	Scratch Jr full curriculum - project 2	Scratch Jr full curriculum - project 2
MFL	Question	Can you count to 15? Can you ask and answer the question ¿Cuántos años tienes? (How old are you?)?	Can you perform the actions to a Spanish song? Can you say the names of eight colours in Spanish? Can you pronounce the letter j correctly?	Can you perform the actions to a Spanish song? Can you say the names of eight colours in Spanish? Can you pronounce the letter j correctly?	Can you perform the actions to a Spanish song? Can you say the names of eight colours in Spanish? Can you pronounce the letter j correctly?	Can you say the names of eleven colours in Spanish? Can you write a short Spanish sentence?	Can you say the names of eleven colours in Spanish? Can you write a short Spanish sentence?	Can you encounter the phrase '¿Te gusta/te gustan?'. Can you say the names of six fruits in Spanish? Can you understand and respond to the question '¿Es bueno para la salud?'	Can you encounter the phrase '¿Te gusta/te gustan?'. Can you say the names of six fruits in Spanish? Can you understand and respond to the question '¿Es bueno para la salud?'	Can you understand how Easter is celebrated in Spain? Can you learn about the weather in Spain?	Can you understand how Easter is celebrated in Spain? Can you learn about the weather in Spain?	Can you produce a Spanish Easter card?	
	Skills	I can read and revise 0-10, and extend with numbers 11-15 I can participate in chorusing a finger rhyme 'Dos pequeños pájaros'. I can understand and respond to the question: ¿Cuántos años tienes? (How old are you?). I can rehearse a song to present in assembly.	I can warm up for a PE lesson by performing the actions to Spanish song. I can understand and say the names of eight colours in Spanish.	I can warm up for a PE lesson by performing the actions to Spanish song. I can understand and say the names of eight colours in Spanish.	I can warm up for a PE lesson by performing the actions to Spanish song. I can understand and say the names of eight colours in Spanish.	I can understand and say 11 colours in Spanish. I can write a short sentence in Spanish to accompany display work	I can understand and say 11 colours in Spanish. I can write a short sentence in Spanish to accompany display work	I can learn and recite a finger rhyme from memory. I can learn three weather conditions and associate these with musical sounds.	I can learn and recite a finger rhyme from memory. I can learn three weather conditions and associate these with musical sounds.	I know and understand that different countries have different ways of celebrating events such as Easter and Christmas. I know and understand that for Christians Easter is a significant festival, widely celebrated in Spain with regional variations	I know and understand that different countries have different ways of celebrating events such as Easter and Christmas. I know and understand that for Christians Easter is a significant festival, widely celebrated in Spain with regional variations	I can recognise some familiar words in written form. I can experiment with the writing of short words.	
	Knowledge	I know how to say the numbers 0-15. I know how to respond to the question ¿Cuántos años tienes? (How old are you?).	I know how to pronounce the letter j in Spanish. I know how to say the names of eight colours in Spanish.	I know how to pronounce the letter j in Spanish. I know how to say the names of eight colours in Spanish.	I know how to pronounce the letter j in Spanish. I know how to say the names of eight colours in Spanish.	I know how to say 11 colours in Spanish. I know how to write a short sentence in Spanish.	I know how to say 11 colours in Spanish. I know how to write a short sentence in Spanish.	I know how to say the names of six fruits in Spanish. I know how to respond to the question '¿Es bueno para la salud?'	I know how to say the names of six fruits in Spanish. I know how to respond to the question '¿Es bueno para la salud?'	I know how to write a greetings verse in Spanish.			
	Activity	Lesson 5 Recap all greetings and numbers learnt so far.	Lesson 6 Part 1 - Listen to the song and respond with appropriate actions. Part 2 - Learn the colours in Spanish.	Lesson 6 Part 3 - Recap colours. Practise the sounds for j, z, ll.. Part 4 - Recap colours. Sing the song.	Recap lesson 6	Lesson 7 Part 1 - Recap colours. Introduce 3 new colours. Part 2 - Play the corners game using different Spanish colours.	Lesson 7 Parts 3 + 4 - Look at Elmer and answer the question '¿De qué color es Elmer?'. Answer in full sentences. Write the short sentence they reply with.	Recap all colours from lessons 6 and 7.	Lesson 8 Part 1 - Listen to and respond to a song. Look at the difference between gusta and gustan. Part 2 - Listen to a song and identify food and drink items. Discuss whether they are healthy or unhealthy and state Es bueno or Es malo. Part 3 - Listen and respond to a sequence of words. Part 4 - Play games using the names of the fruits.	Easter Lesson 1 - Part 1 - Compare Easter celebrations around the world. Learn a new rhyme. Part 2 - Learn three weather conditions.	Easter Lesson 1 - Part 3 - Learn about the pronunciation rule 'h'. Learn a song about festivals. Part 4 - Play a game to recall all phrases and words learned so far.	Easter Lesson 2 - Create an Easter card with drawings labelled in Spanish and verse written in Spanish.	
MUSIC	Question	What is a sea shanty? What is a shantyman?	What was the role of the shantyman?	How could we structure our shanty song?	What words could we link to the songs we have sung previously?	What is the beat in Music?	How could you improve your performance?	How does this song make you feel?	What does this song make you think of?	Does this song tell a story?	How old is this piece of Music?	Is the Music fast or slow?	What are the dynamic of this piece of Music?
	Skills	I can sing expressively using Dynamics.	I can lead a group in a small performance.	I can perform to school peers using vocal and/or physical expression.	I can identify the strong beat in different pieces of Music.	I can develop my performance through practice and feedback.	I can develop my performance through practice and feedback.	I can identify the purpose of the Music	I can identify the elements of Music in different pieces of Music and compare similarities and differences.	I can identify the purpose of the Music	I can identify the elements of Music in different pieces of Music and compare similarities and differences.	I can identify the purpose of the Music	I can compose a rhythmic and melodic piece.
	Knowledge	I know what a sea shanty is. I know who a shantyman is.	I know the role of a shantyman.	I know different ways to structure our shanty song.	I am able to identify words that are associated with shanty songs.	I know how to identify the beat in Music.	I know how to improve my performance.	I can identify a Reggae style through learning the song - PRACTICAL	I will be able to show what a good singing position looks like - PRACTICAL	I will be able to show what a good breathing exercise looks like. - PRACTICAL	I will be able to perform to my fellow peers - PRACTICAL	I will be able to use percussion instruments to aid my performance. This will be rhythmic to the song we are	I will be able to use percussion instruments to aid my performance. This will be rhythmic to the song we are
	Music Topic	Sea Shanties	Sea Shanties	Sea Shanties	Sea Shanties	Sea Shanties	Sea Shanties	Three Little Birds	Three Little Birds	Three Little Birds	Three Little Birds	Three Little Birds	Three Little Birds
PE	Question	What is the difference between a sideways bunny jump?	How do I make a sequence with a partner to create a safe headstand?	How do I jump off apparatus?	What is a low level pairs sequence?	What are arm motions?	What is a cannon?	How to we land a jump?	Can I perform a stunt with my group	What 4 areas can be put into a routine together with my group including the main 4	What is a chest pass?		
	Skills	I can perform all 3 actions safely	I can link my gymnastics moves together with a partner to create a safe headstand	I can perform a variety of different safe jumps off small apparatus	I can make a sequence with a partner at a low level (small)	I can attempt to link arm motions to a cheer	I can attempt to perform a cannon within my group	I can attempt to perform a straight or star jump with the jump prep	I can perform a chest pass with a netball				
	Knowledge	I know how to differentiate between the 3	I know a sideways bunny jump is a progression towards a safe cartwheel	I know how to start and finish a sequence and what is needed in between	I know the correct technique to perform a safe headstand	I know the correct technique for vaulting and the difference between vaulting through and jumping onto apparatus	I know how to mount / dismount apparatus safely with a partner	I know how to land a jump safely and can name 3 different jumps	I know the teaching points for the flyer in a thigh stand	I know the 4 areas that need to be in a routine and what makes a good performer	I know I need to 'push' the ball to perform a chest pass		
	Activity	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Cheerleading	Cheerleading	Cheerleading	Cheerleading	Netball	

