



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing	<p>Traditional Tales and Fables</p> <p>Children learn about the meaning of traditional stories.</p> <p>They will explore some well-known traditional stories and identify their main characters.</p> <p>Children will discuss the main themes that are included in traditional stories.</p> <p>They will extend their writing by exploring an alternative ending to well-known traditional stories.</p>	<p>Traditional Tales and Fables</p> <p>Children will identify features of a fable.</p> <p>They will discuss the lessons and moral of some fables.</p> <p>They will discuss ideas and plan their own fable which will lead to their own fable writing.</p>	<p>Biographies/ Autobiographies</p> <p>Children will learn what biographies and autobiographies are.</p> <p>They will identify the similarities and differences between them.</p> <p>They will explore examples of a biography and autobiography of Rosa Parks.</p> <p>They will plan and write their own autobiography.</p>	<p>Biographies/ Autobiographies</p> <p>Children will extend their skills by researching the Prophet Muhammed (pbuh) and begin to plan their biography of the Prophet (pbuh).</p> <p>They will then write their own biography of the Prophet Muhammed (pbuh) and present it to an audience.</p>	<p>Poetry- Limericks</p> <p>Children will learn what a Limerick is.</p> <p>They will learn the features of a Limerick and explore many examples.</p> <p>They will plan and write their own Limerick to a theme.</p> <p>They will be invited to perform their own Limerick using what they have learnt with performance poetry.</p>	Revision/Assessments
Maths	<p>Shape</p> <p>Children practise making quarter, half, three-quarter and whole turns in both</p>	<p>Shape</p> <p>Children learn to recognise and draw horizontal and vertical</p>	<p>Shape</p> <p>Children use their knowledge of the properties of shapes to</p>	<p>Statistics</p> <p>Children learn to read and interpret information presented in pictograms.</p>	<p>Statistics</p> <p>Children use information from tally charts, pictograms, and tables to construct bar charts.</p>	Revision/Assessments



	<p>clockwise and anticlockwise directions and in familiar contexts such as on a clock face or the points of a compass.</p> <p>Children are introduced to the terms “acute” and “obtuse” to describe the angles.</p>	<p>lines in a range of contexts.</p> <p>Children find and identify parallel and perpendicular lines in a range of practical contexts.</p>	<p>accurately create and draw 2-D shapes.</p> <p>Children recap their understanding of 2-D and 3-D shapes and describe shapes in terms of their properties.</p>	<p>Children construct their own pictograms using given data on a range of topics.</p>	<p>Children interpret information from simple two-way tables.</p>	
Science	<p>Forces and Magnets</p> <p>Children should define forces simply as a push or a pull. Give them opportunities to observe push and pull forces in action.</p>	<p>Forces and Magnets</p> <p>Friction is be introduced as a contact force which pushes against a moving object to slow or stop it.</p> <p>Children investigate how different materials affect friction</p>	<p>Forces and Magnets</p> <p>Children learn to understand that magnets create a force when around other magnets or magnetic materials.</p> <p>Children will test different materials, both metals and nonmetals, to see if they are magnetic or non-magnetic. T</p>	<p>Forces and Magnets</p> <p>Children looked at which materials are magnetic or not and this is extended by completing a pattern seeking enquiry into “Are all metals magnetic?”.</p>	<p>Forces and Magnets</p> <p>Children develop their understanding of magnets and their poles.</p> <p>Children should identify that north and south poles on a magnet attract each other and north and north or south and south repel.</p>	
Computing	<p>Moving a sprite</p> <p>To explain how a sprite moves in an existing project</p>	<p>Maze movement</p> <p>To create a program to move a sprite in four directions</p>	<p>Drawing lines</p> <p>To adapt a program to a new context</p>	<p>Adding features</p> <p>To develop my program by adding features</p>	<p>Debugging movements</p> <p>To identify and fix bugs in a program</p>	<p>Making a project</p> <p>To design and create a maze-based challenge</p>



<p>Geography</p>	<p>What is a settlement?</p> <p>Children learn to describe different types of settlements.</p>	<p>How is land used in my local area?</p> <p>Children learn to identify the human and physical features in the local area.</p>	<p>Can I explain the location of features in my local area?</p> <p>Children discuss why physical and human features are in particular locations.</p>	<p>How has my local area changed over time?</p> <p>Children will describe how land use in the local area has changed.</p>	<p>How is land used in New Delhi?</p> <p>Children learn to identify land use in New Delhi.</p>	<p>How does land use in New Delhi compare with my local area?</p> <p>Children compare land use in two different locations.</p>
<p>DT</p>	<p>Exploring pneumatics</p> <p>To understand how pneumatic systems work.</p>	<p>Designing a pneumatic toy</p> <p>To design a toy that uses a pneumatic system.</p>	<p>Making pneumatic toys</p> <p>To create a pneumatic system.</p>	<p>Decorating and assembling my toy</p> <p>To test and finalise ideas against design criteria.</p>		
<p>PSHE</p>	<p>Ways of paying</p> <p>To understand the different ways to pay for things and why people might choose them</p>	<p>Budget</p> <p>To understand how to put together budget</p>	<p>Impact</p> <p>To recognise that money has an impact on how we feel</p>	<p>Spending decisions</p> <p>To begin to recognise how ethics can influence our spending decisions</p>	<p>Enterprise week project</p>	
<p>PE</p>	<p>To run in a co-ordinated & fluent way over obstacles.</p>	<p>Develop awareness of distance & weight</p>	<p>To throw a range of different throwing implements</p>	<p>Developing awareness of distance & height</p>	<p>To be able to jump safely with distance</p>	<p>Sports day</p>