



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing	<p>Stories with adventure</p> <p>Children will explore adventure stories. They will identify structural and language features and practise writing character and setting descriptions.</p>	<p>Stories with adventure</p> <p>Children will plan, write, edit and publish their own stories. They will evaluate and edit work by their effectiveness of their own and others writing by suggesting improvements. They will use fronted adverbials, conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Persuasive Letters</p> <p>Children will explore and analyse different forms of persuasive writing. They will understand the purpose of persuasive writing and will analyse structural and language features of persuasive letters. They will practise using each language feature and will be able to give examples.</p>	<p>Persuasive Letters</p> <p>Children will plan and write their own persuasive letters. They will use persuasive techniques such as modal verbs, emotive language and much more.</p>	<p>Vocabulary Building</p> <p>Children will learn about the grammatical difference between plural and possessive words. They will be extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Children will learn to use apostrophes to mark singular and plural possession. They will learn about fronted adverbials, possessive pronouns and prepositions to express time and cause.</p>	<p>Assessment Week</p>

<p>Maths</p>	<p>Length & Perimeter</p> <p>Key skills:</p> <p>Children will measure in KM and M, find the perimeter of rectangle and rectilinear shapes and look at equivalent lengths.</p>	<p>Length & Perimeter</p> <p>Key skills:</p> <p>Children will calculate the perimeter of regular and irregular polygons.</p>	<p>Fractions</p> <p>Key skills:</p> <p>Children will understand the whole, count beyond one, partition mixed numbers and compare and order mixed numbers.</p>	<p>Fractions</p> <p>Key skills:</p> <p>Children will understand improper fractions, convert mixed numbers and improper fractions and will look at equivalent fractions.</p>	<p>Fractions</p> <p>Key skills:</p> <p>Children will add and subtract two or more fractions and mixed numbers. In addition, to subtracting whole amounts and mixed numbers.</p>	<p>Assessment Week</p>
<p>Science</p> <p>Electricity & Energy</p>	<p>Common Appliances</p> <p>Children will be introduced to the concept of electricity. They will understand that electricity is a way of moving the energy needed to power appliances. They will identify common appliances that use electricity. Children will group different appliances and look at some of the dangers of electricity and how it can be extremely harmful.</p>	<p>Build and draw series circuits</p> <p>Children will learn to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Children will work scientifically (recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables).</p> <p>Key vocabulary</p>	<p>Conductors and insulators</p> <p>Children will recognise some common conductors and insulators, and associate metals with being good conductors. They will ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Key vocabulary</p> <p>Conductor, Insulator, Metal and Materials.</p>	<p>What is energy?</p> <p>Children will learn about sustainability and will identify their energy usage and how it impacts the planet. They will learn the different ways in which electricity is generated and the way it is used in their daily lives. They will learn about the impact it has on the planet.</p> <p>Key vocabulary</p> <p>Sustainability, renewable and non-</p>	<p>How can we reduce energy?</p> <p>Children will explore how they can reduce their energy usage at home and in school. They will then discuss the positive impacts this has on planet Earth. Children will reflect on their routines and highlight changes that will reduce their energy usage. Children will compare the energy usage of things that they use in their lives and think about their impact on the planet.</p>	<p>Assessment Week</p>

	<p>Key vocabulary</p> <p>Plug, Socket, Appliances, Cell and electrocuted.</p>	<p>Circuit, cell, switch, buzzer and battery.</p>		<p>renewable energy, battery powered and mains electricity.</p>	<p>Key vocabulary</p> <p>Earth, energy usage, sustainability and electricity.</p>	
<p>Computing</p> <p>Repetition in shapes.</p>	<p>Children will learn programming in Logo. Logo is a text-based programming language where pupils type commands that are then drawn on screen. Children will learn the basic Logo commands, and will use their knowledge of them to read and write code.</p>	<p>Children will learn to create algorithms (a precise set of ordered instructions, which can be turned into code) for their initials. They will then implement these algorithms by writing them in Logo commands to draw the letter. They will debug their code by finding and fixing any errors that they spot.</p>	<p>Children will look at examples of patterns in everyday life. They will recognise where numbers, shapes, and symbols are repeated, and how many times repeats occur. They will create algorithms for drawing a square, using the same annotated diagram as in Lesson 2. They will use this algorithm to program a square the 'long' way, and recognise the repeated pattern within a square. Once they know the repeated pattern, they will use the repeat command within Logo to</p>	<p>Children will work with count-controlled loops in a range of contexts. First, they will think about a real-life example, then they will move on to using count-controlled loops in regular 2D shapes. They will trace code to predict which shapes will be drawn, and they will modify existing code by changing values within the code snippet.</p>	<p>Children will focus on decomposition. They will break down everyday tasks into smaller parts and think about how code snippets can be broken down to make them easier to plan and work with. They will learn to create, name, and call procedures in Logo, which are code snippets that can be reused in their programming.</p>	<p>Children will apply the skills that they have learnt in this unit to create a program containing a count-controlled loop.</p>

			program squares the 'short' way.			
Humanities Geography Where does our food come from?	How can our food choices impact the environment? Children will explain the impact of food choices on the environment. Key vocabulary Food miles, distribution, import, export, waste, consume, fertiliser and produce.	What does it mean to trade fairly? Children will understand the importance of trading responsibly. Key vocabulary Trade, product, sustainability, cooperative, responsible trade, benefit, grant, export.	How do we get our chocolate? Children will describe the journey of a cocoa bean. Key vocabulary Transport, packaging, process and source.	Where does our food come from? Children will map and calculate the distance food has travelled. Key vocabulary Carbon footprint, seasonal foods, air freight, greenhouse, investigate and interview.	Are our school dinners locally sourced? Children will design and use data collection methods to find where our food comes from. Key vocabulary Quantitative, qualitative, advantages, disadvantages, green grocer, butcher, bakery, allotment, food bank.	Is it better to buy local or imported food? Children will discuss the advantages and disadvantages of buying both locally and imported food. Assessment Week Children will complete a double page spread to show their understanding of the topic.
D&T Mega Materials	From 2D to 3D Children will develop ideas for 3D work through drawing and visualisation in 2D.	Soap sculptures Children will use more complex techniques to shape materials.	Working with wire Children will explore how shapes can be formed and joined in wire.	Shadow sculpture Children will consider the effect of how sculpture is displayed.	Recycle and recreate Children will choose and join a variety of materials to make sculpture.	Assessment Week Children will produce a final piece of work to demonstrate all the skills they have learnt.

<p>PSHE</p> <p>Respectful relationships and being safe.</p>	<p>Children will learn the different ways that respect is shown in different cultures and communities.</p>	<p>Children will learn about the responsibilities of bystanders and the different ways of reporting bullying.</p>	<p>Children will learn to respond safely and appropriately to unknown adults including online.</p>	<p>Children will learn about how information and data is shared and used online and the risks that this entails.</p>	<p>Children will recognise how to respond safely and appropriately to unknown adults, including those we meet online.</p>	<p>Assessment Week</p> <p>Children will complete a double page spread to show their understanding of the topic.</p>
<p>PE</p> <p>Strike and Field</p>	<p>Children will use correct techniques for catching a ball when fielding in cricket.</p>	<p>Children will use an overarm throw to hit a target with accuracy. To use the long barrier technique to stop a rolling ball.</p>	<p>Children will learn defensive hitting techniques for batting in cricket.</p>	<p>Children will learn attacking hitting techniques for batting in cricket.</p>	<p>Children will learn the correct technique for bowling overarm in cricket from a standing position.</p>	<p>Children will use a range of fielding, batting and bowling skills in a Kwik Cricket match.</p>