		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
	Spelling	I can use /ay/ as -ei, -eight, or -ey I can spell further homophone							
English	Grammar &	Recognise and use words from the same word families and use prefixes and suffixes to change word class (solve, solution, solver).							
	Punctuation	Understand when not to use an apostrophe and understand the difference between plural and possessive "s".							
	Key words	pressure though/although through bicycle breath							
	Reading	Read as a reader: The Iron Man Reading Explorers (once a week)							
	Composition	Able to end and/or open writing appropriately. Able to use planning to support the structure of their text.							
	Writing	Writing to inform - Postcard.							
	***************************************	Writing to entertain - Character Description							
Maths	Objectives	Fractions							
		Mass and capacity							
	Times tables	7×							
Science	The Living World Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 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 Construct and interpret a variety of food chains, identifying producers, predators, and prey. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats								
Geography	The United Kingdom • Children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. They will understand how some of these aspects have changed over time. • Children will describe and understand key aspects of physical and human geography in the UK and their region, including types of settlement and trade. • Children will use maps and atlases to locate countries and describe features studied. • Children will use the eight points of a compass, four-figure grid references, symbols and keys, building their knowledge of the United Kingdom and the wider world.								
History									
Art									
DT	Textile Skills Session Children know how to thread a needle. Children know how to tie a knot. Children can use large eyed needles to sew. Children know and can apply the running stich and back-stitch to join materials and make simple patterns.								
	Children can join textiles with appropriate stitching.								

RE	Key question: What does it mean to be a Christian in Britain today?					
	Questions within this thread:					
	How do Christians show their beliefs in the home?					
	What do Christians do to show their beliefs at Church?					
	How and why do different Christians use music in worship?					
	How and why do different Christians celebrate holy communion?					
	How do Christians make a difference in their local community?					
	Why do people stand up against injustice because of their religion?					
	<u>Learning Objectives:</u>					
	I can describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings (A1).					
	I can describe some ways in which Christian express their faith through hymns and modern worship songs (A2).					
	I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).					
	Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).					
Music	I can recognise families of instruments and ensembles in pieces of music- orchestra, choir, etc.					
Widsic	I can identify the beat in music.					
	I use changes in pitch to communicate an idea.					
	I can share ideas and listen to others when working on a composition.					
	I take part in singing songs, following the melody well, with accurate pitch and using expression. I can perform and know what went well and how I can improve my next performance.					
	I can perform and know what went went and now I can improve my next performance.					
Computing	Programming with Kodu					
Latin	<u>Unit 7</u>					
PE	Agility and static balance					
PHSE	Health wellbeing and lifestyle					
E-Safety						