Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English – Writing	The Egyptian Cinderella Narrative	The Egyptian Cinderella Narrative	Leila and the city of the cat goddess Explanation text	Leila and the city of the cat goddess Biography	Leila and the city of the cat goddess Newspaper Report	Leila and the city of the cat goddess Newspaper Report	Leila and the city of the cat goddess Poetry
English – Reading	Children begin to read words with growing speed and confidence by working out the pronunciation of unfamiliar words (decoding) and recognising familiar words. With growing confidence read with expression using the punctuation to support meaning including multi clause sentences. To recite verses from whole poems. Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. *fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.*	Children begin to read words with growing speed and confidence by working out the pronunciation of unfamiliar words (decoding) and recognising familiar words. With growing confidence read with expression using the punctuation to support meaning including multi clause sentences. To recite verses from whole poems. Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. *fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.*	Children begin to read words with growing speed and confidence by working out the pronunciation of unfamiliar words (decoding) and recognising familiar words. With growing confidence read with expression using the punctuation to support meaning including multi clause sentences. To recite verses from whole poems. Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. *fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.*	Children begin to read words with growing speed and confidence by working out the pronunciation of unfamiliar words (decoding) and recognising familiar words. With growing confidence read with expression using the punctuation to support meaning including multi clause sentences. To recite verses from whole poems. Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. *fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.*	Children begin to read words with growing speed and confidence by working out the pronunciation of unfamiliar words (decoding) and recognising familiar words. With growing confidence read with expression using the punctuation to support meaning including multi clause sentences. To recite verses from whole poems. Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. *fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.*	Children begin to read words with growing speed and confidence by working out the pronunciation of unfamiliar words (decoding) and recognising familiar words. With growing confidence read with expression using the punctuation to support meaning including multi clause sentences. To recite verses from whole poems. Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. *fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.*
English - GPS	**Prefixes** dis and mis	**Prefixes** -il and il words	**Suffixes** -ation	**Statutory words** (year 3 & 4 list)	**Adding suffixes** Ing, ed, er, en	**Consolidation**	**Consolidation**

						Recap some of the words from weeks 1-5	Recap some of the words from weeks 1-5 **Assessment**
Mathematics	**Number (+ & -)** Add and subtract 1s, 10s, 100s and 1000s Add up to two 4-digit numbers – no exchange Add two 4-digit numbers with one exchange Add two 4-digit numbers – more than one exchange	**Number (+ & -)** Subtract up to two 4-digit numbers – no exchange Subtracr two 4-digit numbers with one exchange Subtract two 4-digit numbers – more than one exchange Efficient subtraction Estimate answers Checking strategies	**Area** What is area? Count squares Make Shapes Compare areas	**Multiplication and Division** Multiples of 3 Multiply and divide by 6 6 times-table and division facts	**Multiplication and Division** Multiply and divide by 9 9 times-table and division facts 3, 6 and 9 times-tables	**Multiplication and Division** Multiply and divide by 7 7 times-table and division facts 11 times-table and division facts 12 times-table and division facts	**Multiplication and Division** Multiply by 1 and 0 Divide a number by I and itself Multiply 3 numbers
RE	**Trust in God** Understand the importance of trusting in God. Be aware it is not always easy for us to trust.	**Trust in God** Know about God's promise to Zecharias. Reflect on how Zechariah had to trust in God.	**Trust in God** Know that Mary trusted in God. Reflect on what we can learn from Mary	**Trust in God** Know that Joseph put his trust in God. Be aware that sometimes we need help to trust in God.	**Trust in God** Know that God fulfilled his promise to Mary when Jesus was born.	**Trust in God** Know why God sent Jesus to earth. Reflect on who Jesus is for us	**Trust in God** How do we show we trust in God?

					Reflect on the importance of the birth of Jesus for us.		
Science	**Good vibrations** What do we know about sounds?	**Good vibrations** How are sounds made? Enrichment lesson: Can all animals hear?	**Good vibrations** How do sounds travel? Enrichment lesson: String telephone investigation	**Good vibrations** How can we make a sound louder and quieter? Enrichment lesson: How can we muffle a sound?	**Good vibrations** How do sounds change as we move away from the source? Enrichment lesson: What is an echo?	**Good vibrations** How can we change the pitch of a plucked note?	**Good vibrations** How can we use air to make music?
Computing	**Creating media – Audio production** Recording sound To identify that sound can be recorded Identify the input and output devices used to record and play sound Use a computer to record audio Explain that the person who records the sound can say who is allowed to use it	**Creating media – Audio production** Editing audio To explain that audio recordings can be edited Re-record my voice to improve my recording Inspect the soundwave view to know where to trim my recording Discuss what sounds can be added to a podcast	**Creating media – Audio production** Planning a podcast To recognise the different parts of creating a podcast project Explain how sounds can be combined to make a podcast more engaging Save my project so the different parts remain editable Plan appropriate content for a podcast	**Creating media – Audio production** Creating a podcast To apply audio editing skills independently Record content following my plan Review the quality of my recordings I can improve my voice recordings	**Creating media – Audio production** Combining audio To combine audio to enhance my podcast project Open my project to continue working on it Arrange multiple sounds to create the effect I want Explain the difference between saving a project and	**Creating media – Audio production** Combining audio To combine audio to enhance my podcast project Open my project to continue working on it Arrange multiple sounds to create the effect I want Explain the difference between saving a project and	**Creating media – Audio production** Evaluating podcasts To evaluate the effective use of audio Listen to an audio recording to identify its strengths Suggest improvements to an audio recording Choose appropriate edits to improve my podcast

					exporting an audio file	exporting an audio file	
History							
	To identify the continuities and changes to children's lives using a range of sources.	**To infer the thoughts and feelings of evacuees using different sources.**	**To investigate why Tudor children worked and what working conditions were like.**	**To research and record the working conditions of Victorian children using reports and images.**	**To evaluate Lord Shaftesbury's significance to children's lives.**	**To explore the changes in children's leisure time using a range of sources.**	**To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.**
DT	**Structures: Pavilions** Explore frame structures	**Structures: Pavilions** Design a pavilion	**Structures: Pavilions** Build a pavilion frame structure	**Structures: Pavilions** Complete a pavilion frame structure	**Structures: Pavilions** Add cladding to a frame structure	**Structures: Pavilions** Add cladding to a frame structure	**Structures: Pavilions** Assess pavilion
PE - Dance	**The focus of the learning is to explore the behaviours of children, men and women in 1939 (Pre World War II). Pupils will create movements that are creative and include character expression.**	**The focus of learning is to create sequences in small groups whilst performing in character. Pupils will build on the character work from suggested sequence of learning part 1 adding more complex movements to their sequence.**	**The focus of the learning is to develop our sequences to show clear character emotion. Pupils will sustain their characters to add drama and emotion to their dance.**	**The focus of learning is to create extended sequences with more complex interacting movements and actions. Pupils will continue to perform with creativity, expression and emotion.**	**The focus of learning is to create complex sequences with movements that interconnect. Pupils will bring together their choreography from suggested sequence of learning part 3 and part 4.**	**The focus of the learning is to create a performance that shows how people celebrated the end of World War II. Pupils will create a performance, which will included emotion, timing, rhythm and sustaining character.**	**The focus of the learning is to refine a performance that shows how people celebrated the end of World War II. Pupils will refine and improve their performances, which will included emotion, timing, rhythm and**

							sustaining character.
PE **OAA – Problem Solving**	**The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility.**	**The focus of the learning is to look at what makes an effective team with the focus on communication.**	**The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication.**	**The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication. Pupils will learn why motivating each other is important when working in a team.**	**The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication.**	**The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication. Pupils will learn why motivating each other is important when working in a team in an unfamiliar environment.**	**The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication. Pupils will revise why motivating each other is important when working in a team in an unfamiliar environment.**
MFL	**Au café** French vocabulary for ordering drinks in a cafe	**Au café** French vocabulary for ordering food in a café.	**Au café** Integrate vocabulary for ordering food and drink in a café.	**Au café** Class survey on food and drink using French vocabulary	**Au café** French vocabulary for ordering breakfast in a cafe	**Au café** Use café vocabulary to order food (role play)	**Au café** Assessment
Music	**Violin** Begin to learn to play the violin including pizzicato,	**Violin** Begin to learn to play the violin including pizzicato, staccato and legato	**Violin** Play rhythms using word chants by linking a syllable to a note	**Violin** Play rhythms using word chants by linking a syllable to a note	**Violin** Begin to identify metre/ beat groupings of	**Violin** Begin to identify metre/ beat groupings of	**Violin** Improvise using open strings

	staccato and legato **Singing** Sing songs that have an octave range	**Singing** Sing songs with wider dynamic range including crescendo and decrescendo	**Singing** Sing songs that involve rallentando and accelerando		2/3/4 in recorded music	2/3/4 in recorded music **Singing** Perform carols at Christmas to an audience	
RHE	**10-10** **Emotional well-being** What am I feeling? (1) Emotions change as we grow Feelings are not always good guides for action.	**10-10** **Emotional well-being** What am I feeling? (2) Feelings are neither good or bad but inform us about what we are experiencing. What does emotional well-being mean?	**10-10** **Emotional well-being** What am I looking at? (1) Recognise that images in the media do not always reflect reality and can affect how people feel about themselves. That God made us and loves us as we are.	**10-10** **Emotional well-being** What am I looking at? (2) Recognise that images in the media do not always reflect reality and can affect how people feel about themselves. That God made us and loves us as we are.	**10-10** **Emotional well-being** What am I looking at? (3) Recognise that images in the media do not always reflect reality and can affect how people feel about themselves. That God made us and loves us as we are.	**10-10** **Emotional well-being** I am thankful (1) Recognise that some behaviour is wrong, unacceptable, unhealthy and/or risky.	**10-10** **Emotional well-being** I am thankful (2) Recognise that thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and media