

Area of Learning Topic The UK	W/C 6 th November	W/C 13 th November	W/C 20 th November	W/C 27 th November	W/C 4 th December	W/C 11 th December	W/C 19 th December
Maths	Four Operations	Fractions				Position, Direction and Movement	
English- The boy at the back of the class	Diary Entries		Persuasive Letter Writing			Poetry	
GPS	Relative Clauses	Tenses- past, present and progressive		Tenses- past, present and future perfect		Fronted adverbials	Punctuation- commas, colons and semi-colons
Science	All living things in their habitats- To know how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals			All living things in their habitats- To know reasons for classifying plants and animals based on specific characteristics		All living things in their habitats- To know the differences in life cycles of a mammal, amphibian, an insect or a bird	
Art and Design	Colour: To study the work of Katsushika Hokusai. Artist: Katsushika Hokusai	Colour: To copy the style of Katsushika Hokusai. Artist: Katsushika Hokusai	Colour: To know about the hue, tint, tone, shades and moods when using colour. Artist: Katsushika Hokusai	Colour: To know how to explore texture in colour. Artist: Katsushika Hokusai	Colour: To know the purpose of certain colours. Artist: Katsushika Hokusai	Colour: To know how to use colour to express feelings. Artist: Katsushika Hokusai	Colour: To know how to use colour to express feelings. Artist: Katsushika Hokusai

<p>PSHE</p>	<p>Online Life: To know about the benefits of safe internet use e.g. learning and connecting and communicating To know how and why images online might be manipulated, altered or fake.</p>	<p>Online Life: To know how to recognise when images might have been altered. To know why people choose to communicate through social media and some of the risks and challenges of doing so.</p>	<p>Online Life: To know that social media sites have age restrictions and regulations for use. To know the reasons why some media and online content is not appropriate for children.</p>	<p>Community: To know what prejudice means and to differentiate between prejudice and discrimination.</p>	<p>Community: To know how to recognise acts of discrimination. To know strategies to safely respond to and challenge discrimination.</p>	<p>Community: To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups.</p>	<p>Community: To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. To know how to stereotypes are perpetuated and how to challenge this.</p>
<p>PE</p>	<p>Gymnastics To understand the importance of warming up and cooling down. To create complex sequences involving the</p>	<p>Gymnastics To understand why exercise is good for health, fitness and wellbeing. To demonstrate precise and</p>	<p>Gymnastics To know ways they can become healthier. To confidently use equipment to</p>	<p>Gymnastics To apply skills and techniques consistently, showing precision and control.</p>	<p>Gymnastics To apply skills and techniques consistently, showing precision and control.</p>	<p>Gymnastics To develop the strength, technique and flexibility throughout performances.</p>	<p>Gymnastics To demonstrate a range of rolls confidently.</p>

	full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.	controlled placement of body parts in their actions, shapes and balances.	vault and incorporate this into sequences.				
RE	<p>What kind of Saviour?</p> <p>To know and understand the key teachings of beliefs of a wider range of religions and use theological terms.</p>	<p>Entry to Jerusalem</p> <p>To know and understand the key teachings of beliefs of a wider range of religions and use theological terms.</p>	<p>Entry to Jerusalem</p> <p>To know and understand the key teachings of beliefs of a wider range of religions and use theological terms.</p> <p>To know and explain the practices and lifestyles</p>	<p>The Transfiguration</p> <p>To know and understand the key teachings of beliefs of a wider range of religions and use theological terms.</p> <p>To know, compare and contrast the many ways individuals</p>	<p>Effects of the transfiguration</p> <p>To know and explain the practices and lifestyles involved in belonging to a faith community.</p> <p>To know reasons why some within the same faith may adopt</p>	<p>Christmas Story</p> <p>To know how to explain their own ideas creatively and coherently, using the main methods of religious study.</p> <p>To know and be able to express their own feelings</p>	<p>Christmas Story</p> <p>To know how to explain their own ideas creatively and coherently, using the main methods of religious study.</p> <p>To know and be able to express their own feelings</p>

			involved in belonging to a faith community.	show their beliefs through literature and the arts.	different lifestyles.	about their own beliefs and relate these to religious beliefs or teachings.	about their own beliefs and relate these to religious beliefs or teachings.
Geography	To know how to compare and contrast different countries in the UK.	To know where I live in the UK and locate major cities.	To know to identify the physical characteristics of the UK.	To know how people have affected the UK's landscape.	To know how to describe and explain the sorts of industries in which people in the UK work.	To know the different types of energy sources used in the UK.	To know how to evaluate the advantages and disadvantages of wind energy.
Computing	<p>Designing a game</p> <p>To know how to translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code</p>	<p>Plan and design a game</p> <p>To know how to translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish</p>	<p>Functions</p> <p>To know how to translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in</p>	<p>Simulations</p> <p>To know how to test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code</p>	<p>User input</p> <p>To know how to use variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.</p>	<p>Text Adventure Game</p> <p>To know how to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the</p>	<p>Text Adventure Game</p> <p>To know how to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the</p>

