	1 7 th January – 10 th January	2 January 13 th –17 th	3 January 20 th – 24 th	4 January 27 th – 31 st	5 February 3 rd –7 th	6 February 10 th – 14 th	
Maths	Unit 6 Multiples of 10 Related calculations Reasoning about multiplication	Multiply 2-digits by 1-digits no exchange Multiply 2-digits by 1-digits exchange Expanded written method. Link multiplication and division Divide 2-digits by 1-digits no exchange.	Divide 2-digits by 1-digits – flexible partitioning. Divide 2-digits by 1-digits – with remainders. How many ways? Problem solving- mixed problems (i) Problem solving- mixed problems (i)	End of unit assessment Unit 7 Measure in m and cm Measure in cm and mm Metres, centimetres, and millimetres Equivalent lengths (m and cm)	Equivalent lengths (mm and cm) Compare lengths. Add lengths. Subtract lengths. Measure perimeter	Calculate perimeter. Problem solving – length. End of unit assessment Introduction to Unit 8 - Fractions	
English Reading comprehension	The Pied Piper of Hamelin by Michael Morpurgo Outcomes: Writing in role, information reports, adverts, formal letters Main outcome: Own version myth/legend Word Reading • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Writing Transcription (Spelling and Handwriting) • Spell words that are often misspelt (English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far. • Coverage of tion/sion/tian			Escape from Pompeii by Christina Balti Outcomes: Setting descriptions, diaries, letters, thought bubbles Main outcome: Newspaper report Children begin by exploring a range of artefacts to try to determine the events that have taken place. They move on to re-enacting an everyday scene from the city of Pompeii before writing a setting description. Children will explore the main characters, including how their feelings change through the story, and will write letters of advice to help save them from the eruption. Through collecting banks of powerful vocabulary, children will write a vivid description of the eruption of Mount Vesuvius. In the final part of the learning sequence, children will become journalists and write a newspaper article to report on the eruption, including quotes from survivors in the town. Word Reading • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words. Writing Transcription (Spelling and Handwriting) • Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.			
	The narrative poem The Pied Piper of Hamelin by Robert Browning The children explore an alternative version of this well-known story. Written in Old-English, each session will begin with a chance for children to explore new and unfamiliar vocabulary in the context of the poem. Lessons will provide opportunities for children to infer about characters, summarise sections of the poem in their own words and explore the shape of the poem and its rhyming structure. There are also chances for children to consider the moral messages of the story within the poem and, if time, role play characters from the story to express their thoughts and opinions.			Earth Shattering Events by Robin - Jacobs and Sophie Williams This text looks specifically at the vocabulary associated with natural disasters. The book is perfect for complete coverage of the content domain and curriculum objectives for LKS2 given the inclusion of myths, idioms and other information to support the core subject-matter. The children will focus on matching information and sequencing events.			

Science	Rocks	Rocks	Rocks	Rocks	Soil formation	Big Question
	LI: I can classify and group	LI: I can explain how				9 (400-1011
	ocks based on appearance.	sedimentary, igneous,	LI: I can explain how Mary Anning	LI: I can explain how fossils	LI: I can explain that soil is	Creating a 2-page spread of
		metamorphic rocks are	influenced what we know about	are formed	made up from rocks, dead	what rocks, fossils and soil are
S	SC: By the end of the lesson	formed and how they change	fossils today.		planners, air and water and	like. Using their learning to write
stu	udents will be able to group	over time.		SC: By the end of this lesson,	that some soil is more	what they have learnt over the 5
ar	and classify rocks based on		SC: By the end of this lesson,	students will create their own	permeable than others	weeks.
th	neir appearance and begin	SC: Using starburst, the	students will understand who Mary	compression and cast fossils		
	to understand	students will create the rock	Anning was and why she had such	to understand the process of	SC: By creating a fair test	
	sedimentary, igneous,	cycle so they will be able to	an impact on present day through	fossilization.	students will understand that	
m	netamorphic rocks, human	explain how rocks change over	a research task.		some soil is more suitable for	
	and natural rocks.	time.		Key question: How are fossils	different plants and that some	
			Key question: Who was Mary	created, what is fossilization?	is more permeable.	
k	Key question: What do we	Key question: How does	Anning? What did she discover?	Biology/Geology		
kı	know? What do we want to	tumbling change a rock over		Career link: Paleontologist	Key question: Do all plants	
	know? Can you find out the	time? How are different types	Biology/Geology	Scientists: Mary Anning	grow in the same soil?	
n	name of each rock in your	of rocks formed?	Career link: Paleontologist	· _	Which soil absorbs more	
	collection using the		Scientists: Mary Anning	FROG <mark>S</mark>	water??	
	Identification key?	Biology/Geology			Biology	
	,	Career link: Paleontologist	F <mark>R</mark> OGS	Vocabulary: Fossils,	Career link: Agronomist	
	Biology/ Geology	Scientists: Mary Anning	Vocabulary: Fossils, sedimentary	sedimentary rock, preserved,		
	Career link: Paleontologist		rock, preserved, petrification,	petrification, compression	<mark>F</mark> ROGS	
	Scientists: Mary Anning	FR <mark>O</mark> GS	compression moulds and casts	moulds and casts preserved		
			preserved remains	remains.	Vocabulary: Permeable, clay	
	FRO <mark>G</mark> S				soil, loam soil and sandy soil,	
	Vocabulary: metamorphic,	Vocabulary: metamorphic,			volume, bar chart	
	edimentary, Igneous, texture,	Sedimentary, Igneous,				
	material, grains, Crystals, narble, granite, sandstone,	permeable, pressure, heat, molten, magma, lava,				
"	slate, chalk	crystallize				
Po	ook: Street beneath our feet	Crystallize				
ВО	ook. Street benediti odi leet					
History and	Closed	Anglo Saxons	Rivers	Place names	Rivers	Village life - play
Geography		Goodbye Romans, Hello Anglo	LI: To describe how the water cycle works	LI: I can understand how the	LI: To recognise the features	LI: I can gain historical
. ,		Saxons		Anglo Saxons shaped Britain,	and courses of a river.	perspective by understanding
			SC: I can identify the different ways			the connections between local
		LI: (Create display Timeline).	water is stored.	SC: I can research local	SC: I can state where a river	and national history, and
		I can describe why, where and	I can explain the different ways water	place names in Lincolnshire	starts and ends.	between short- and long-term
		when the Scots and Anglo-	moves. I can explain how water is recycled.	to support my	I can describe the three	timescales (from stone age to
		Saxons invaded Britain.		understanding of the impact	courses of a river.	Anglo -Saxons)
				of the Anglo-Saxons.	I can name the features of a	
		SC: I can explain the reasons			river.	SC: I Understand how everyday
		the Anglo-Saxons invaded				life of Britain has been influenced
		Britain and when.				by taking on a role of an Anglo-
						Saxon character.

			•			
DT	Closed	DT: Food Master practical skills	DT: Food Master practical skills	DT: Food Master practical	DT: Food Master practical skills	DT: Food Master practical skills
		LI: I can research a healthy	LI: I can prepare and cook our	skills		LI: I can prepare and cook our
		recipe to make	chosen recipe		LI: I can research my	improved recipe
			SC: I can prepare food hygienically,	LI: I can review our recipe	suggestions from last lesson	SC: I can prepare food
		SC: I understand that the	using appropriate utensils,	based on taste, time, ease	and make improvements to	hygienically, using appropriate
		recipe we choose much be	measure ingredients to the nearest	and difficulty.	our class recipe	utensils, measure ingredients to
		suitable for all dietary	gram, follow and read a recipe and			the nearest gram, follow and
		requirements and can be	cook ingredients to create our	SC: I can make suggestion to	SC: I can use the internet to	read a recipe and cook
		easily made in large	chosen recipe.	improve our recipe and write	research my suggestions to	ingredients to create our chosen
		quantities. (Science link –	·	a review about our last	see how we can improve our	recipe.
		animals including humans)	Vocabulary: Preparation, hygiene,	recipe	recipe.	·
			utensils, safety, gram,			Vocabulary: Preparation,
		Vocabulary: Dietary needs,	measurement, ingredients	Vocabulary: taste, time,		hygiene, utensils, safety, gram,
		quantity, healthy, recipe	, , ,	ease, difficulty, suggestions,	Vocabulary: Dietary needs,	measurement, ingredients
		The state of the s		improvements, review.	quantity, healthy, recipe,	, ,
					research, suggestions,	
					improvements	
					1	
RE	A Christian Worldview:	The Trinity	Symbols of the Trinity	Symbols and Saints	The Trinity and	The Trinity and Christian
RE	A Christian Worldview: Key Beliefs and Concepts	The Trinity	Symbols of the Trinity	Symbols and Saints	The Trinity and Artistic Expression	The Trinity and Christian Worship
RE		The Trinity LI: I know what the holy Trinity	LI: I know the different symbols shown for	Symbols and Saints LI: I know the different forms of the	Artistic Expression	Worship
RE	Key Beliefs and Concepts Li: I know the Key concepts and	,		·	Artistic Expression LI: I can review different types of	
RE	Key Beliefs and Concepts	LI: I know what the holy Trinity means to Christians	LI: I know the different symbols shown for the 'Father', 'Son' and 'Holy Spirit	LI: I know the different forms of the Holy Trinity	Artistic Expression LI: I can review different types of artworks related to the holy Trinity	Worship
RE	Key Beliefs and Concepts LI: I know the Key concepts and beliefs of Christians.	LI: I know what the holy Trinity means to Christians SC: To understand that the holy	LI: I know the different symbols shown for the 'Father', 'Son' and 'Holy Spirit SC: To understand that there are many	LI: I know the different forms of the Holy Trinity SC: To understand what different	Artistic Expression LI: I can review different types of	Worship LI: I can use religious vocabulary to inform my understanding of the Trinity
RE	Key Beliefs and Concepts LI: I know the Key concepts and beliefs of Christians. Preassessment mind map.	LI: I know what the holy Trinity means to Christians SC: To understand that the holy Trinity is the 3 in 1. e.g., a teacher	LI: I know the different symbols shown for the 'Father', 'Son' and 'Holy Spirit SC: To understand that there are many symbols and representations of the holy	LI: I know the different forms of the Holy Trinity SC: To understand what different forms water can take (liquid, solid,	Artistic Expression LI: I can review different types of artworks related to the holy Trinity and create my own	Worship LI: I can use religious vocabulary to inform my understanding of the Trinity SC: I can review the Nicene Creed and
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RE	LI: I know the Key concepts and beliefs of Christians. Preassessment mind map. SC: To understand that Christians	LI: I know what the holy Trinity means to Christians SC: To understand that the holy Trinity is the 3 in 1. e.g., a teacher can be a teacher, a parent and a	LI: I know the different symbols shown for the 'Father', 'Son' and 'Holy Spirit SC: To understand that there are many symbols and representations of the holy	LI: I know the different forms of the Holy Trinity SC: To understand what different forms water can take (liquid, solid, gas. Is it still water in each form?	Artistic Expression LI: I can review different types of artworks related to the holy Trinity and create my own	Worship LI: I can use religious vocabulary to inform my understanding of the Trinity SC: I can review the Nicene Creed and
RE	LI: I know the Key concepts and beliefs of Christians. Preassessment mind map. SC: To understand that Christians believe God created the world	LI: I know what the holy Trinity means to Christians SC: To understand that the holy Trinity is the 3 in 1. e.g., a teacher can be a teacher, a parent and a child at the same time and still be	LI: I know the different symbols shown for the 'Father', 'Son' and 'Holy Spirit SC: To understand that there are many symbols and representations of the holy	LI: I know the different forms of the Holy Trinity SC: To understand what different forms water can take (liquid, solid, gas. Is it still water in each form? Related to the Christian	Artistic Expression Li: I can review different types of artworks related to the holy Trinity and create my own SC: I can explain how artists have used their creativity to express the	Worship LI: I can use religious vocabulary to inform my understanding of the Trinity SC: I can review the Nicene Creed and use the vocabulary to create a birthday card for the Christian Church
RE	LI: I know the Key concepts and beliefs of Christians. Preassessment mind map. SC: To understand that Christians believe God created the world exactly as he wanted it to be. Adam and Eve, the first humans, made a bad choice that brought	Lt: I know what the holy Trinity means to Christians SC: To understand that the holy Trinity is the 3 in 1. e.g., a teacher can be a teacher, a parent and a child at the same time and still be one person; a chord can contain three distinct notes, but still produce one sound; an apple has	LI: I know the different symbols shown for the 'Father', 'Son' and 'Holy Spirit SC: To understand that there are many symbols and representations of the holy	LI: I know the different forms of the Holy Trinity SC: To understand what different forms water can take (liquid, solid, gas. Is it still water in each form? Related to the Christian	Artistic Expression Li: I can review different types of artworks related to the holy Trinity and create my own SC: I can explain how artists have used their creativity to express the Christian belief in God as Trinity. I can connect artworks with the texts we have explored in previous	Worship LI: I can use religious vocabulary to inform my understanding of the Trinity SC: I can review the Nicene Creed and use the vocabulary to create a birthday card for the Christian Church that reflect the importance of the Holy Spirit to a Christian understanding of
RE	LI: I know the Key concepts and beliefs of Christians. Preassessment mind map. SC: To understand that Christians believe God created the world exactly as he wanted it to be. Adam and Eve, the first humans, made a bad choice that brought death and suffering into the world,	Lt: I know what the holy Trinity means to Christians SC: To understand that the holy Trinity is the 3 in 1. e.g., a teacher can be a teacher, a parent and a child at the same time and still be one person; a chord can contain three distinct notes, but still	LI: I know the different symbols shown for the 'Father', 'Son' and 'Holy Spirit SC: To understand that there are many symbols and representations of the holy	LI: I know the different forms of the Holy Trinity SC: To understand what different forms water can take (liquid, solid, gas. Is it still water in each form? Related to the Christian	Artistic Expression Li: I can review different types of artworks related to the holy Trinity and create my own SC: I can explain how artists have used their creativity to express the Christian belief in God as Trinity. I can connect artworks with the texts we have explored in previous lessons.	Worship LI: I can use religious vocabulary to inform my understanding of the Trinity SC: I can review the Nicene Creed and use the vocabulary to create a birthday card for the Christian Church that reflect the importance of the Holy
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Computing	Desktop Publishing	Desktop Publishing	Desktop Publishing	Desktop Publishing	Desktop Publishing	Desktop Publishing
Companing	LI: To recognise how text and	LI: To recognise that text and	LI: To choose appropriate page	LI: To add content to a	LI: To consider how different	LI: To consider the benefits of
	images convey information	layout can be edited	settings	desktop publishing	layouts can suit different	desktop publishing
	irriages convey information	layout can be ealted	settings	publication	purposes	desktop publishing
	SC: I can explain the	SC: I can change font style,	SC: I can define the term 'page	publication	pulposes	SC: I can identify the uses of
	difference between text and	,	orientation'.	SC: I can choose the best	CC. Logo identify different	1
		size, and colours for a given			SC: I can identify different	desktop publishing in the real world.
	images	purpose	I can recognise placeholders and	locations for my content.	layouts	
	I can recognise that text and	I can edit text.	say why they are important.	I can paste text and images	I can match a layout to a	I can say why desktop publishing
	images can communicate	I can explain that text can be	I can create a template for a	to create a magazine cover.	purpose.	might be helpful.
	messages clearly.	changed to communicate	particular purpose.	I can make changes to	I can choose a suitable layout	I can compare work made on
	I can identify the advantages	more clearly.		content after I've added it.	for a given purpose.	desktop publishing to work
	and disadvantages of using		Vocabulary: placeholders,			created by hand.
	text and images.	Vocabulary: text, size, word art,	template, theme, setting,	Vocabulary: content, images,	Vocabulary: themes, layout,	
		theme, colour, layout, design,	orientation, word art, margins	text, font, size, copy, paste,	purpose, suitable, unsuitable	Vocabulary: Desktop publishing,
	Vocabulary: text, images, and	theme		insert, clip art		comparisons, advantages,
	communication					disadvantages.
RSHE	Dreams and Goals	My Dreams and Ambitions	A New Challenge	Our New Challenge	Our New Challenge -	Celebrating My Learning
	Dieditis dia Godis				Overcoming Obstacles	Celebrating My Learning
	LI: I can stay motivated when	LI: I can identify a	LI: I enjoy facing new learning	LI: I can be motivated and		LI: I can evaluate my own
	doing something	dream/ambition that is	challenges and working out the	enthusiastic about achieving	LI: I can recognise obstacles	learning process and identify
	challenging	important to me	best ways for me to achieve them.	our new challenge	which might hinder my	how it can be better next time
	La con tallacción de contractor				achievement and take steps to	La contra a confictant in all contra
	I can tell you about a person	SC: I can imagine how I will feel	SC: I can break down a goal into	SC: I know that I am	overcome them.	I can be confident in sharing
	who has faced difficult	when I achieve my	several steps and know how others	responsible for my own		my success with others and
	challenges and achieved	dream/ambition.	could help me to achieve it.	learning and can use my	SC: I know how to manage the	can store my feelings in my
	success.			strengths as a learner to	feelings of frustration that may	internal treasure chest.
	I respect and admire people	Vocabulary: Dreams, Goals,	Vocabulary: Garden, Decoration,	achieve the challenge.	arise when obstacles occur.	Vocabulary: Review, Learning,
	who overcome obstacles	Ambitions, Future	Dream, Goal, Teamwork, Design,			Strengths, Success, Self-review,
	and achieve their dreams		Cooperation	Vocabulary: Challenge,	Vocabulary: Obstacles,	Celebrate, Evaluate
	and goals (e.g., through		•	Product, Teamwork,	Frustration, 'Solve it Together',	,
	disability)			Cooperation, Strengths,	Technique, Solution,	
	,,			Motivated, Enthusiastic,	Teamwork	
	Vocabulary: Perseverance,			Excited, Efficient, Responsible		
	Challenges, Success,					
	Obstacles, Dreams, Goals					
PE	Dodge ball	To develop dodging skills to avoid	To develop catching and learn the rules	To further develop catching and	To begin to think tactically and	To apply skills and knowledge to
	To develop throwing and apply this to a target game.	being hit.	of the skill within this game.	use the rules of the skill within this	apply this to a game.	compete in a tournament.
	triis to a target garrie.	Social: To support and congratulate	Social: To support and congratulate	game.	Social: To work as a team, making	Social: To be respectful and supportive
	Social: To show respect to others	others.	others.	Social: To support and	decisions and collaborating on the	of my teammates.
	by playing honestly.	Emotional: To be honest and play to	Emotional: To take risks when playing.	congratulate others.	tactic.	Emotional: To play honestly using the
	Emotional: To play honestly	the rules.	Thinking: To make decisions about which	Emotional: To be honest and play	Emotional: To be understanding if	rules of the game.
	playing to the rules of the game.	Thinking: To decide which technique	technique to select.	to the rules.	my ideas are not chosen.	Thinking: To select and apply tactics to
	Thinking: To know how to throw	to use to avoid getting hit.		Thinking: To recognise the balls, I	Thinking: To use tactics appropriate	a game.
	accurately at a moving target.			should try to catch.	to the situation.	
Music	In the past- link to Maths	Lesson 2:	Lesson 3:	Communication – link to	Lesson 2: Using voices creatively	Lesson 3: Creating and performing
	Lesson 1: Understanding pitch,	Understanding and using pitch	Reading simple rhythm notation.	computing	and expressively.	from a symbol score.
	learning to read simple pitch	notations.		Lesson 1: Representing sound with		
	notation.			symbols.		