	l September	2 September	3 September	4 September	5 October	6 October	7 October
	4 th – 6th	9 th - 13 th	16 th - 20 th	23 rd – 27 th	30 th - 4th	7 th - 11 th	14 th - 18 th
Maths	Unit 1 Representing and partition numbers to 100 Number line to 100 100's Representing number to 1000	Partition number to 1000 Partition number to 1000 flexibly 100s, 10s and 1s Use a number line to 1000 Estimate on a number line to 1000	Find 1, 10 and 100 more or less Compare number to 1000 Order numbers to 1000 Count in 50's End of Unit check	Unit 2 Use known number bonds Add/subtract 1s Add/subtract 10s Add/subtract 100s Spot the pattern	Add 1s across 10 Add 10s across 100 Subtract 1s across 10s Subtract 10s across 100s Make connections End of unit check	Unit 3 Add two numbers Subtract two number Add two numbers (across 10) Add two number (across 100) Subtract two numbers (across 10)	Subtract two numbers (across 100) Add a 3-digit and a 2-digit number Subtract a 2-digit and a 3-digit number Complements to 100 Estimate answers
English	Leon and the Place Between - Angela McAllister Own version fantasy narratives: Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue.			The BFG – Roald Dahl Recount (diary entry), character descriptions, wanted posters, new chapter, instructions (recipes), letters Vocabulary, Grammar & Punctuation			

Vocabulary, Grammar & Punctuation

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- · Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Fronted adverbials [for example, later that day, I heard the bad news.]
- Use of commas after fronted adverbials
- Using and punctuating direct speech
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to - the strict maths teacher with curly hair)

Reading comprehension

The Lost Spells - Robert MacFarlane and Jackie Morris

Develop positive attitudes to reading and understanding of what they read by:

- · Increasing their familiarity with a wide range of books, (including fairy stories, myths and legends) and retelling some of these orally.
- Identifying themes and conventions
- Discussing words and phrases that capture the reader's interest and imagination
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Recognising some different forms of poetry [for example, free verse, narrative poetry]
- · Predicting what might happen from details stated and implied
- · Identifying main ideas drawn from more than one paragraph and summarising these
- · Identifying how language, structure, and presentation contribute to meaning

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of commas after fronted adverbials
- · Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Reading comprehension

The BFG – Roald Dahl

- · develop positive attitudes to reading and understanding of what they read
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or
- · reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination
- · checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- · drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with

Evidence

- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Lt can notice that light is released to be light to see things and that donkness is the absence of light. SC: By the end of this lesson, children will be able to identify natural and mam-made light sources; explain what donkness is and sort light sources according to criteria. Organising light sources into natural and artificial Key question: What to light a yeaston. What colour of Scientists: James Clerk Maxwell Rock Vocobulary, absent, beam, blocked natural, process this dark, light source, recognise, bounce, recognise, bounce, recognise, bounce, recognise bounce, recognise bounce, recognise that sudonts would like to learn about question make. It is can necognise that light from the Sun can be dadlessed from the Sun can be dadlessed from the Sun can be display to the sources according to criteria. Organising light sources into natural and artificial Key question: What to light a work does the colour of a material, andice, buffer, will be obtained to the state of the state of the light of the state of the light source, recognise bounce, trovel Block throw that sudonts would like to learn about questionmonice. Lt can necognise that light from the Sun can be dadlessed from the Sun can be dadlessed from the Sun can be display to the substitute of the state of the light of the series of the light of the light source, recognise bounce, trovel Block throw the state of the state of the light of the state of the light of the light of the light source, recognise, bounce, trovel Block throw the state of the state of the light source, block, appared to the state of the state of the light of the state of the light source was the state of the light of the light source was the state of the light of the light source was the state of the light source was the state of the light of the light source was the state of the light of the light source was the state of the light of the light source was the state of the light source was the state of the light source was the ligh	Science	Light and Dark	Deflective Confesses	Cup Cafaty	Chadous	Shadows	Mirroro	Accessment
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learn about questionnaire. Comparison of the		what students would like to		dangerous, ray, filtering,	'	EROGS		
FROGS Vocabulary: absent, opaque, transparent, translucent, patterns, shadows, look for, notice, straight line, History and LI: To I can find out where the LI: I can identify the LI: I can explain how the LI: I can explain how the LI: I can identify the LI: I can explain how the LI: I can explain why the LI: I can identify the LI: I can identify the LI: I can explain why the LI: I can identify the LI: I can explain why the LI: I can identify LI:		learn about questionnaire.				<u></u>		
Vocabulary: absent, opaque, transparent, translucent, fair test, loo for, notice, answer. History and N/A History Geography LI: To I can find out where the LI: I can identify the LI: I can explain how the LI: I can explain how the LI: I can lidentify the LI: I can explain how the LI: I can explain why the LI: I can identify the LI: I can identify the LI: I can explain why the LI: I can identify the LI: I can explain why the LI: I can identify the LI: I can explain why the LI: I can identify LI: I can		·		, , , , ,				
transparent, translucent, patterns, shadows, look for, notice, answer. History and II: To I can find out where the II: I can identify the II: I can explain how the II: I can Locate and label II: I can explain why the II: I can identify III: I ca								
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and LI: To I can find out where the LI: I can identify the LI: I can explain how the LI: I can Locate and label LI: I can explain why the LI: I can identify	History	N/A	History	Geography	•	Geography	History	Geography
	-		,	9		•	,	•
	Geography		Roman Empire originated and	features of the world	Roman Empire expanded	the countries of Europe.	romans wanted to	some of Europe's
put key events from Roman over time invade Britain and human and	, , , , , , , , , , , , , , , , , , ,							•
Britain into chronological SC: By the end of the lesson SC: Understand that compare the different physical features,			Britain into chronological	SC: By the end of the lesson		SC: Understand that	compare the different	physical features.
order. student will be able to SC: By the end of the lesson Europe is made up of 50 invasion attempts including regions.			=	,	SC: By the end of the lesson		•	1 /
identify the location of the students with understand countries. We will use our					I	· ·		3 13 1
SC: By the end of the lesson Tropics of Cancer and that the Roman empire mapping skills to identify SC: Students will be able SC: By the end of the			SC: By the end of the lesson	,			SC: Students will be able	SC: By the end of the
students will be able to Capricorn, the equator, expanded over time and the the location of these to consider the pros and lesson students will			•	•	-			· · · · · · · · · · · · · · · · · · ·
verbalise where the Roman and the artic circle. army contributed to the countries. cons about invading be able to identify				•				
Empire originated and begin . They will be able to expansion of the empire. Britain and participate in human and physical					*		_	· .
to build an understanding of describe the climate in the Students will explore effect features and name							la an analysis and	

		key events from Roman Britain by undergoing cross- curricular orienteering event hunt. Key question: Where did the Roman Empire come from? What is AD and BC? Vocabulary: AD, BC, Roman, empire, republic, Rome, Italy, conquer, ancient, culture	tropics and how it differs from the UK. Key question: Why do we have lines of latitude and longitude? What are the tropics of Cancer and Capricorn? . Career link: planetary scientist and cartographer. Vocabulary: Longitude, latitude, Tropics of Cancer, Tropic of Capricorn, equator, northern Hemisphere, Southern Hemisphere, Prime meridian, country, vertical, horizontal, time zone, Antarctica circle Pre-assessment	equipment worn by the Romans and create their own Roman shield. Key question: How did the Roman army help to expand the Roman Empire? Vocabulary: Expand, settlement, city state, republic, empire, elected, contributed, organised, advanced, legionary, tortoise formation.	Key question: What are the countries make up Europe. How many languages are spoken in Europe? Vocabulary: Arial photograph, atlas, city, compass, map, country, city, landmass, continent, oceans, atlas, globe	a class debate about the Roman invasion Key question: How did Britain become part of the Roman Empire? Who was Julius Caesar? Who was Claudius? Vocabulary: Invasion, attempt, Julius Caesar, Claudius, determined, conquer	and locate the main regions of Europe. Key questions: What are the human features? What are the physical features? Vocabulary: Landscape, mountain range, coastline, moorland, valley, rock formation, topography, peak, summit, landmark, region, boundary, population,
Art	Introduction LI: I can talk about Camillie Pissarro	LI: I can create washes for backgrounds using my secondary/ tertiary colour	LI: I can create a cityscape composition	LI: I can use colours that reflects my mood to develop my brush techniques	LI: I can use different brush techniques to create tone and shadow	Ll: I can use tempera paint to create a cityscape.	Assessment
	SC: Students will learn about Camillie Pissarro. They will have an understanding about impressionism and know that he was a French painter who created landscapes and townscapes. On a double page students will create a colour grid with secondary/primary and tertiary colours to practice their mixing skills and create a fact file about Camillie Pissarro. Vocabulary: primary, secondary, tertiary, mixing, impressionism. Pre-assessment task	knowledge. SC: Students will be able to use their knowledge of secondary and tertiary colours to support them in creating a wash background. Students will take inspiration from Camille Pissarro's artwork. Taking note of brush strokes to add texture and hyperrealism. We will also look at how Pissarro used colours to capture changing light. Using flat wash, graded wash, spray technique, sponge wash, colour lifting, edge softening. Vocabulary: hyperrealism, Skyline, Texture, Mixing, Washes, Formations, Distort, primary, secondary, watercolour, aerial, skylines.	SC: Students will use line and shape to create windows that will be used in a pattern to create repetition in each building. Students will demonstrate variety in their cityscape composition through the use of different shaped buildings and windows. Students will demonstrate proper watercolour technique to paint their city artwork. Vocabulary: Texture, Mixing, Washes, Formations, Distort, primary, secondary, watercolour, composition, pattern.	SC: Students will learn about different types of brush strokes to create cross hatches, hatching, shapes, lines and patterns, experimenting with palette knives and pointillism techniques. They will listen to music and choose a colour that reflects that mood (primary or secondary) they will create a piece of artwork using the different types of brush strokes and techniques. Vocabulary: hatches, hatching, shapes, lines, patterns. texture, Mixing, Distort, primary, secondary, watercolour, shadow,	SC: Students will take inspiration from the piece of art' Le Boulevard de Montmartre' by Camillie Pissarro. Students will be taught how to sketch a city street in one point perspective and add shadows and tone using the hatching and cross hatching skills taught (tempera). Vocabulary: hatches, hatching, shapes, lines, patterns. texture, shadow, perspective, photorealism, hyperrealism, skylines.	Sc: Students will be able to use tempera paints to create a colourful sky. Draw the outline of the building in their picture and leave the building the same colour as the paper. Create a reflection of the building in the water. Students will combine all their new skills using tempera paint and discuss how it is different to different to watercolours. Vocabulary: hatches, hatching, shapes, lines, patterns. texture, shadow, perspective, photorealism,	Assessment of learning will take place.

RE	N/A	Hinduism (Believing)	What is a Hindu worldview	What is a Hindu worldview	What is a Hindu	What is a Hindu	Assessment
KL.	IN/A	What is a Hindu worldview	What is a fillian worldview	What is a fillian worldview	worldview	worldview	Assessifient
		What is a filling worldview	LI: I know that God/murti	LI: I understand that Hindus	Worldview	Worldview	
		LI: I can explain where	can mean different things	believe that there is one God	LI: I can explain the main	LI: I can explain what a	Assessment of
		Hinduism began and where is	in different religions.	with many	beliefs in Hinduism	symbol is and that	learning will take
		it practiced all over the world	in dinerent religions.	different aspects.	beliefe iii i iii idalei ii	symbols can be used in	place.
		and I can talk about what	Explore Deities in Hinduism	different dispects.	Explore Moksha, Dharma,	different ways	piace.
		believing is.	and how each has		Atman, and Karma.	different ways	
		believing is.	different attributes.	Explore how Christians	Linked to breaking free		
		We will locate where Hinduism	different defibutes.	believe God created the	from something you are	Explore what symbols	
		was founded and how. We will	Create a piece of artwork	world and Hindus believe	'stuck in'.	and logos are. What they	
		explore what believing is any	- students to be given a	that Brahman is in	Stuck III.	mean and show us.	
		why people believe (England	choice of words, e.g.	everything in the world.	Create a diagram of the	Explore a range of School,	
		world cup winners) clips of	kindness, wealth,	Explain how the children	life cycle of samsara.	and religious symbols	
		commentary (hope and	friendship, etc. and design	mean different things to	ille cycle of sarrisara.	(Hindu swastika, aum	
		disbelief).	their own god/murti who	different people- student,	Key question: what is the	symbol and lotus flower).	
		dispeller).	represents one of these	daughter, son, nephew,	lifecycle of a Hindu?	Read the Hindu creation	
			attributes.	grandchild, friend, brother	mecycle of a findar	story and discuss how	
		Key question: Why do people	diffibutes.	etc. Create a class mobile	Key Vocab- Dharma,	they connect with the	
		believe? How and where was	Key question: What does tri	using their cubes and Hindu	Atman, Karma, Samsara,	concept of Brahman,	
		Hinduism founded?	mean? Why do the deities	God cubes.	reincarnation, Moksha	Trimurti and Samsara	
		Hillauisi i Touriaea?	have different attributes?	God cubes.	reincarriation, Moksila	etc.	
		Kay Vacab Hinduiam Hindu	nave different attributes?	Voy guestion, How ean		etc.	
		Key Vocab- Hinduism, Hindu,	Karr Vanada - Bushman	Key question: How can		Mary and a stight Wile art in the a	
		origins, Brahma, beliefs,	Key Vocab- Brahma -	Brahman be everywhere		Key question: What is the	
		mandir	creator, Vishnu - preserver	and in everything?		purpose of visual	
			Shiva – destroyer, Trimurti,	Karri Va a rile - Durula ira ri		symbols in the mandir??	
			deities	Key Vocab- Brahma -		Kara Varanta - Dhamara	
				creator, Vishnu - preserver		Key Vocab- Dharma,	
				Shiva – destroyer, Trimurti,		Atman, Karma, Samsara,	
				deities , omnipresent		reincarnation, Moksha	
Computing	N/A	Systems and Networks	What parts make up a	How do digital devices help	How am I connected?	How are computers	Assessment
		How does a digital device	digital device?	us?		connected?	
		function?			SC: I can recognise		
			SC: I can classify input and	SC: I can explain how I use	different connections. I	SC: I can recognise that a	Assessment of
		SC: I can explain that digital	output devices. I can	digital devices for different	can explain how	computer network is	learning will take
		devices accept inputs. I can	describe a simple process.	activities. I can recognise	messages are passed	made up of a number of	place.
		explain that digital devices	I can design a digital	similarities between using	through multiple	devices. I can	
		produce outputs. I can follow a	device.	digital devices and using	connections. I can	demonstrate how	
		process.		non-digital tools. I can	discuss why we need a	information can be	
			Vocabulary: Digital device,	suggest differences	network switch.	passed between devices.	
		Vocabulary: Digital device,	input, process, output,	between using digital		I can explain the role of a	
		input, process, output, function	function	devices and using non-		switch, server, and	
				digital tools.	Vocabulary: Connection,	wireless access point in a	
					network, network switch	network.	
				Vocabulary: Program,		Vocabulary: Server,	
				digital, non-digital		wireless access point	

PSHE	Being me in my world	Try to make our school	Think about everyone's	Care about other people's		Choose to follow the	End of unit check
FOILE	being me in my world	community a better place.	right to learn.	feelings	Work well with others.	Learning Charter	
	Help others to feel welcome.	Our nightmare schools.	Our dream schools.	Rewards and consequences	Our learning charter.	Owning our Learning	
	LI: I recognise my worth and	our riighterrare seriools.	Car arearrisences.	Rewards and consequences	Our learning charter.	Charter	
	can identify positive things	LI: I can face new challenges	LI: I understand why rules	LI: I understand that my	LI:I can make	Charter	
	about myself and my	positively, make responsible	are needed and how they	actions affect myself and	responsible choices and	LI: I understand my	
	achievements.	choices and ask for help when	relate to rights and	others and I care about	take action.	actions affect others and	
	achievements.	I need it.	responsibilities.				
	I can set personal goal. I		responsibilities.	other people's feelings.	I can work cooperatively	try to see things from	
	know how to use my	I recognise how it feels to be		Lorenda makama alaba askaran	in a group.	their points of view.	
	Jigsaw Journal. I value	happy, sad or scared and am	l., , , , , ,	I understand that my	Vocabulary :Co-	I am choosing to follow	
	myself and know how to	able to identify if other people	I know how to make others	behaviour brings	operate, Rights,	the Learning Charter.	
	make someone else feel	are feeling these emotions.	feel valued.	rewards/consequences.	Responsibilities,		
	welcome and valued.				Rewards,	Vocabulary: Learning,	
		Vocabulary: Emotions,		Vocabulary: Behaviour,	Consequences,	Charter, Actions,	
	Vocabulary: Welcome,	Feelings, Nightmare, Fears,	Vocabulary: Rights,	Rewards, Consequences,	Choices, Learning,	Viewpoint, Ideal school,	
	Valued, Achievements,	Worries, Solutions, Support	Responsibility, Learning,	Actions, Feelings, Rights,	Charter, Challenge,	Belong	
	Proud, Pleased, Personal		Charter, Nightmare, Dream	Responsibilities, Fairness,	Group dynamics,		
	goal, Praise, Acknowledge,			Choices	Teamwork.		
	Affirm.				rearriwork.		
PE	Fundamental skills	Fundamental skills	Fundamental skills	Fundamental skills	Fundamental skills	Fundamental skills	Fundamental skills
	Turidamental skiils	Tandamental skiils	Turidamental skiis	Turidamental skiis	Tariadi Heritai Skiiis	Tariadiricital skiis	Turidarricritar skiiis
	To develop balancing and	To develop technique when	To develop agility using a	To develop technique and	To develop skipping with	To apply fundamental	To apply
	understand the importance	running at different speeds.	change of speed and	control when jumping,	a rope.	skills to a variety of	fundamental skills to
	of this skill.	ranning at amoronic spectaci	direction.	hopping, and landing.	a.sps.	challenges.	a team game.
	or armo okin.	SC: Observe others closely to	an oction.	Tropping, and randing.	SC: Make sure the rope	onaliongos.	a tourn garno.
	SC: Squeeze your muscles to	see how their body changes.	SC: Transfer your weight	SC: Use your arms to provide	taps the floor each time.	SC: Move your arms	SC: Combine skills to
	help you to balance.	Think about how each body	from one side to the other.	momentum.	Use the rhythm to help	faster to help you to	participate in a
	Social: To show respect	part moves for different	Turn your head, shoulders	Bend your knees on take-off	you.	move forward quickly.	team game
	towards others when	speeds.	and hips to face the new	and landing to help you to	you.	Run on the balls of your	confidently and
	competing.	эрссаз.	direction you want to travel	balance.	Social: To show support	feet.	safely.
	Emotional: To challenge	Social: To listen to others and	in.	balarice.	and kindness towards	1661.	
	myself to work to the best of	share ideas.		Social: To work with a small	others.	Social: To encourage	Social: To
	my ability.	Emotional: To challenge myself	Social: To play fairly with	group, listening to others	Emotional: To be	others in my group.	encourage others in
	Thinking: To understand how	to work hard.	others.			Emotional: To try my best.	my group.
	we use balance in everyday	Thinking: To change my speed	Emotional: To show	and sharing ideas. Emotional: To be honest	determined not to give up if I find things	Thinking: To listen to the	Emotional: To try my
	life.	to be able to continue to run				instructions and	best.
	lile.		honesty when playing	when competing.	challenging.		Thinking: To listen to
	Voogbulge : halaaaa	over a period of time	games.	Thinking: To create a plan	Thinking: To read and	understand what to do.	the instructions and
	Vocabulary: balance,	Voodbulen u de eelevetie	Thinking: To create a plan	based on my findings.	understand task cards.	Managhulaw - dadaa	understand what to
	muscles, tense, maintain,	Vocabulary: deceleration	to help me outwit an	Managha dawa di Assassa	Vanadaulaus Commun	Vocabulary: dodge,	do.
	sportsmanship,	acceleration, balance,	opponent.	Vocabulary: distance,	Vocabulary: Oxygen,	fundamental,	
		colosseum, jogging, sprinting,	Managed and April 1	landing, bending, pushing,	pumped, muscles,	acceleration, direction,	Vocabulary: dodge,
		pace	Vocabulary: Agility,	muscles, squeeze, balance,	rhythm, technique,	balance, deceleration,	fundamental,
			deceleration acceleration,	hopping landing, jumping	resilience	co-ordination.	acceleration,
			balance, colosseum,	landing, momentum, quick			direction, balance,
			jogging, sprinting, pace,	succession, combination			deceleration, co-
			dodging				ordination,
							sportsmanship.
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