

	1 28/4/2025	2 5/5/2025	3 12/5/2025	4 19/5/2025
English Objectives	<p>Insight: Draft and write by using a rich and varied vocabulary. Draft and write by using an increasing range of sentence structures: use a range of coordinating connectives accurately FANBOYS. For, and, nor, but, or, yet, so. Use a wider range of connectives to extend the range of complex sentences e.g. although, however, whilst, as, even though. Use an appropriate variety of simple, compound and complex sentences Draft and write by creating settings, characters and plot. Proof read for spelling and punctuation errors. Use standard English forms for verb inflections (we were, I did...).</p> <p>Indicate grammatical and other features by using and punctuating direct speech using supporting commas/.!/? inside the speech Use paragraphs to organise ideas around a theme across the text Use expanded noun phrases to convey complicated information concisely, using modifying adjectives, modifying nouns, prepositional phrases.</p> <p>School writing expectations: knowledge ladder: Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes Use possessive pronouns e.g. her, theirs, ours Use fronted adverbials for time, manner and place; use commas after fronted adverbials Use nouns and pronouns to aid cohesion across paragraphs e.g. the boy...he...the brave lad, Tom... Use past and present tense accurately throughout a piece of writing e.g. consistent verb tense agreement, use of simple, progressive and perfect forms The grammatical difference between plural and possessive -s. Use apostrophes to indicate plural possession</p> <p>School writing expectations - composition: Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames Compose and rehearse more complex sentences orally before writing, including dialogue. Write for an increasing range of purposes and audiences e.g. narratives, news reports, non-chronological reports, diaries, persuasive letters and advertising, instructions. Create and describe plots in narratives with a clear opening, build up, dilemma, resolution, ending; describing the cause and effect of events, linking the end to the opening. Create and describe settings linked to different genres (historical, familiar) and describe characters' reactions to the setting. Develop a wider range of 'stock' characters e.g. the geeky boy; the strict librarian; the mad scientist; the faithful sidekick; the lonely, old man. Describe characters in narratives through show not tell; describing characters through their actions; use of dialogue. Expand the use of narrative language features e.g. power of three: The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight; use figurative language e.g. similes, alliteration, hyperbole. Expand the use of non-fiction language features e.g. bullet points, diagrams Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary.</p>			
Literacy Theme	The Iron Man			
	Write to entertain	Write to entertain	Write to inform and persuade	Write to entertain

Written Outcomes	Plan Cold write/ predictions Proof read and edit Role play Character description	Warning story - beware of the iron man - key features Setting description Plan a narrative Write a narrative	Persuasive letters - key features Plan Write to farmers Story map Write narrative of Iron Man's trap	Vocab lesson Scrapyard poems Features of range of poetry Own poems about Iron Man
SPaG Focus	Addressing misconceptions using end of Spring 2 SPaG assessment.			
Spelling	Statutory words Core: forward address women material sentence Challenge: minute medicine calendar grammar naughty Revision: does clothes parents perhaps	Prefix inter - Core: international intervene interact intermediate interest Challenge: interrupt intercept Revision: water often does	Suffix -cian -tion Core: magician position fiction fraction direction attention Challenge: optician exception Revision: sugar	Prefixes -sion -ssion Core: occasion occasionally session mission possess possession discuss discussion Challenge: admission decision Revision: money
Guided Reading focus	Kaspar Prince of Cats			
	Chapter 1	Chapter 2	Chapter 3	Chapter 4
History / Geography	What are rivers and how are they used?			
	What is the water cycle? WALT: identify features of the water cycle.	How is a river formed? WALT: identify features of a river.	Where can we find rivers? WALT: name and locate some rivers.	How are rivers used? WALT: describe how a river is used.

Computing	Programming - computational thinking				
	What is computational thinking?				
	What is computational thinking? WALT: understand that computational thinking is made up of four key strands.	What is an algorithm design? WALT: understand how to create an algorithm and what it can be used for	What is abstraction and pattern recognition? WALT: understand what pattern recognition and abstraction mean	What is an algorithm design? WALT: understand how to create an algorithm and what it can be used for	
Music					
	ROMANS: How can we sing in tune and in time? WALT: sing in tune and in time.	What is a musical motif? WALT: recognise musical motifs.	Can I play a repeated pattern on a tuned instrument? WALT: compose and notate a motif.	How can I change and improve my motif? WALT: develop and transpose a musical motif.	How can I use notation to support my performance? WALT: combine and perform our musical motifs.
DT	Mechanical systems - making a sling shot car				
	Chassis and launch mechanism WALT: build a car chassis,	Designing the car body WALT: design a shape that reduces air resistance,	Making the car body WALT: make a model based on a chosen design,	Assembling and testing WALT: assemble and test my completed product	
RE	L2.6 For Christians, when Jesus left what was the impact of Pentecost?				
	What is meant by the Kingdom of God? WALT: understand what it meant by the term Kingdom of God	What does Pentecost mean to Christians? WALT: Give examples of what Pentecost means to some Christians now.	What might the description of Pentecost in Acts 2 mean? WALT: Offer suggestions about what the description of Pentecost in Acts 2 might mean.	What does Pentecost mean to Christians? WALT: Give examples of what Pentecost means to some Christians now.	What are the links? WALT: Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.

	1	2	3	4
	Decimals			
Maths	Tenths as fractions Tenths as decimals Tenths on a place value chart Tenths on a number line x2	Divide a 1 digit number by 10, Divide a 2 digit number by 10 Hundredths as fractions Hundredths as decimals Hundredths on a place value chart	Divide a 1 digit number by 100 Divide 2 digit number by 100 Divide by 10 and 100 End of unit check	Make a whole Partition decimals Flexibly partition decimals Compare decimals Order decimals Round to the nearest whole Halves and quarters as decimals End of unit check
Science	Data Collection	Analyse Data	Sustainability What is energy?	How can we reduce energy usage?
PE	Games: Returning (net games) EP			
	Can I hit the ball using a backhand? WALT: hit with a backhand stroke.	How can I start and continue a rally in tennis? WALT: use an overhead serve and return serves.	What is a spike in volleyball? WALT: spike in volleyball.	Can I serve in tennis and attempt a backhand return? WALT: serve and return.
	Athletics: record breaking AR			
	How can I use the stride jump technique? WALT: jump for height and distance.	How can I use the hurdling jump to jump over obstacles? WALT: jump hurdles with developing technique.	How can I improve my jumping for distance technique? WALT: jump for distance and name major muscles.	What body shapes can I hold in the air? WALT: explore body positions in flight.
			What is good communication? Why is it important in sports? WALT: communicate clearly with partners and team mates.	Which jump is better for my long jump - hitch jump or stride jump? WALT: improve our standing long jump technique.
				How can I demonstrate a range of jumping techniques? WALT: practise and refine our long jump and hurdling techniques.

French	Quel temps fait-il?			
	<p>3: Can I read, say and write key phrases about the weather?</p> <p>WALT: write key phrases about the weather.</p>	<p>4: What is the weather like in different places?</p> <p>WALT: understand compass directions in weather reports.</p>	<p>5: Can we make a weather report in French, saying what the weather is like in different places?</p> <p>WALT: use weather phrases and compass directions.</p>	<p>6: Assessment</p>

PSHE	Valuing Difference		Being my Best	
	Friend or acquaintance? https://www.coramlifeeducation.org.uk/scarf/lesson-plans/friend-or-acquaintance	Islands https://www.coramlifeeducation.org.uk/scarf/lesson-plans/islands	WALT: Identify ways in which everyone is unique What makes me ME!	Making choices WALT: Give examples of choices they make for themselves and choices others make for them SCARF hotel WALT: Plan a menu which gives a healthy balanced of foods <i>from across the food groups on the Eatwell Guide</i>