



Subject Read aloud text: The Iron Man By Ted Hughes	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reading	Fiction: Iron Man, Chapter 1 -what I know and what I think I Know -supporting inference with evidence - collect evidence from a text -supporting impression with evidence	Fiction: Iron Man, Chapter 2 -collect evidence from the text - support word meaning with evidence from the text - form an impression of a character and support with evidence	Assessment week	Poetry Firework night by Enid Blyton - Identify imagery in poetry - make inference and support with evidence - order events on a poem - To snap and copy from a text	Non-fiction: Jacques Cousteau -state what I know and support with evidence - explain meaning of words in context - order events in a text -identify if a statement is true or false	Non-fiction: David Attenborough -state what I know and support with evidence - explain meaning of words in context - order events in a text -identify if a statement is true or false	Poetry Week: The Iron Man by Ted Hughes -collect imagery from a poem -write opinion about a poem -to answer questions on a poem -to learn a poem off by heart
Writing	<u>To write a repeated poem.</u> To write a whole class poem. To collect imagery from a text. To generate similes. To personify verbs. To act out part of the story.	<u>Instructions: How to trap an Iron Man</u> To use imperative verbs To use powerful adjectives To use comparative language To use expanded noun phrases	<u>Postcard from the Iron Man</u> To write in the first person. Create an expanded noun phrase using two adjectives. Choose a verb to describe how the Iron Man ate. Create a simile by comparing the metal with food. Include adverbials of time (First, Next, Then) To include adverbs	<u>Newspaper report about an unidentifiable object.</u> To think of a punchy headline for Include a short caption for a picture. To use important details Include quotes from 2 experts – using inverted commas To use alliteration Include a question	<u>Letter writing</u> To write in first person To write in paragraphs To use verbs for actions To use adjectives to describe the gift and similes To use conjunctions TO use a relative clause using brackets (who....) To write a PS at the end of your letter.	<u>Diary in the voice of the Dragon</u> To write in the first person (I, me, my) To use adverbials of time (At first, After a while, Meanwhile.) To use noun phrases (use 2 adjectives and a comma) Use similes to describe feelings Use motive language Use a relative clause	<u>Iron Man film review</u> Watch the Iron Giant and compare to the book To describe the plot To describe the main characters To share your opinion To give recommendations
Maths	<u>Unit 3: Multiplication and division</u> <u>Exploring properties of multiplication</u> Calculate multiplication facts using distributive law	<u>Unit 3: Multiplication and division</u> <u>Using and explaining short multiplication</u> Short multiplication 1 Short Multiplication 2	Assessment week	Unit 3: Multiplication and division Exploring mental division Divide mentally Explore mental division	Unit 4: Discrete and continuous data Representing data using pictograms Read, interpret and compare pictograms	Unit 4: Discrete and continuous data Exploring time graphs Read time graphs Construct time graphs Interpret time graphs	Unit 5: Calculating with multiplication and division Using and explaining short division Division using partitioning



	Apply distributive law to multiply 2-digit numbers by a 1-digit number Multiply three 1-digit numbers	Short multiplication 3 Applying multiplication strategies		strategies	Construct pictograms Representing data using bar charts Read, interpret and compare bar charts Construct bar charts	Construct time graphs with more than one data set	Short division 1 Short division 2
Science	<u>States of matter</u> <u>Compare and group the 3 states of matter</u> Identify the 3 states of matter Describe the properties of the 3 states of matter Classify substances based on their state of matter	<u>States of matter</u> <u>Explore how particles behave in solids, liquids and gases</u> Describe how particles behave in each state of matter Explain how substances change state State the temperature at which water changes state	<u>States of matter</u> <u>Investigate melting points</u> Understand melting points Observe and accurately record the temperature at which food changes state Predict the melting point of different foods	<u>States of matter</u> <u>Explore freezing and boiling points</u> Describe freezing and boiling points Create an accurate bar chart Research freezing and boiling points	<u>States of matter</u> <u>Explore evaporation and condensation</u> Define evaporation and condensation Investigate the effect of temperature on the rate of evaporation Raise further questions to be investigated	<u>States of matter</u> <u>Understand the water cycle</u> Order the stages of the water cycle Identify the importance of evaporation and condensation within the water cycle Describe the water cycle in detail	Assessment week
Geography	<u>Lesson 1: Where in the world are tropical rainforests?</u> To describe and give examples of a biome and find the location and some features of the Amazon rainforest.	<u>Lesson 2: What is the Amazon rainforest like?</u> To describe the characteristics of each layer of a tropical rainforest.	<u>Lesson 3: Who lives in the rainforest?</u> To understand the lives of indigenous peoples living in the Amazon rainforest.	<u>Lesson 4: How are rainforests changing?</u> To describe why tropical rainforests are important and understand the threats to the Amazon.	<u>Lesson 5: How is our local woodland used?:</u> Data collection To understand how local woodland is used using a variety of data collection methods.	<u>Lesson 6: How is our local woodland used?: Findings</u> To analyse and present findings on how local woodland is used.	Assessment week
Computing	<u>Creating media - Audio production</u> To identify that sound can be recorded I can identify the	<u>Creating media - Audio production</u> To explain that audio recordings can be edited I can inspect the	<u>Creating media - Audio production</u> To recognise the different parts of creating a podcast project	<u>Creating media - Audio production</u> To recognise the different parts of creating a podcast project	<u>Creating media - Audio production</u> To combine audio to enhance my podcast project I can open my	<u>Creating media - Audio production</u> To evaluate the effective use of audio I can listen to an	Assessment week



	input and output devices used to record and play sound I can use a computer to record audio I can explain that the person who records the sound can say who is allowed to use it	soundwave view to know where to trim my recording I can discuss what sounds can be added to a podcast I can re-record my voice to improve my recording	I can explain how sounds can be combined to make a podcast more engaging I can save my project, so the different parts remain editable I can plan appropriate content for a podcast	I can explain how sounds can be combined to make a podcast more engaging I can save my project so the different parts remain editable I can plan appropriate content for a podcast	project to continue working on it I can arrange multiple sounds to create the effect I want I can explain the difference between saving a project and exporting an audio file	audio recording to identify its strengths I can suggest improvements to an audio recording I can choose appropriate edits to improve my podcast	
RE	<u>What makes some texts sacred?</u> Lesson 1: How do people record beliefs without words? To recognise how ideas and beliefs can be communicated by looking at different art forms.	<u>What makes some texts sacred?</u> Lesson 2: What can we find out about scripture? To evaluate information about Buddhist, Hindu and Sikh scriptures.	<u>What makes some texts sacred?</u> Lesson 3: What does it mean if scripture was revealed or remembered? To make connections with beliefs about the origin of scripture and how it is used.	<u>What makes some texts sacred?</u> Lesson 4: Why do some worldviews have more than one book of scripture? To explain why some religions have multiple scriptures by exploring the Buddhist Canon.	<u>What makes some texts sacred?</u> Lesson 5: How do some people demonstrate the value of scripture? To evaluate the significance of religious scripture to some people.	<u>What makes some texts sacred?</u> Lesson 6: How do sacred texts play a part in some people's lives? To describe the importance of scripture to some people.	<u>What makes some texts sacred?</u> To analyse the importance of Christmas by exploring events in the Bible.
Music	<u>Exploring Pentatonic Scales</u> Unit Aim: To develop children's ability to recognise and use pentatonic scales and to work with 4 x 4 beat phrases.	<u>Exploring Pentatonic Scales</u> Unit Aim: To develop children's ability to recognise and use pentatonic scales and to work with 4 x 4 beat phrases.	<u>Exploring Pentatonic Scales</u> Unit Aim: To develop children's ability to recognise and use pentatonic scales and to work with 4 x 4 beat phrases.	<u>Exploring Pentatonic Scales</u> Unit Aim: To develop children's ability to recognise and use pentatonic scales and to work with 4 x 4 beat phrases.	<u>Exploring Pentatonic Scales</u> Unit Aim: To develop children's ability to recognise and use pentatonic scales and to work with 4 x 4 beat phrases.	<u>Exploring Pentatonic Scales</u> Unit Aim: To develop children's ability to recognise and use pentatonic scales and to work with 4 x 4 beat phrases.	<u>Exploring Pentatonic Scales</u> Unit Aim: To develop children's ability to recognise and use pentatonic scales and to work with 4 x 4 beat phrases.
Art & Technology	<u>Lesson 1: Exploring shell structures</u> To explore shell structures and design my own.	<u>Lesson 2: Making papier-mâché shells</u> To make the shell of	<u>Lesson 3: Strengthening techniques</u> To assess how a helmet structure	<u>Lesson 4: Strengthening shell structures</u> To strengthen the helmet shell structure.	<u>Lesson 5: Evaluating shell structures</u> To evaluate the effectiveness of strengthening the		



		a helmet.	needs to be strengthened.		helmet.		
PSHE	<u>Family and Relationships</u> L1 Respect and manners To develop an understanding of courtesy and manners in a range of situations.	<u>Family and Relationships</u> L2 Healthy friendship To begin to understand the physical and emotional boundaries in friendships.		<u>Family and Relationships</u> L4 Bullying To understand the impact of bullying and the responsibility of bystanders to help.	<u>Family and Relationships</u> L6 Stereotypes: Disability To recognise that stereotypes can relate to a number of factors.	<u>Family and Relationships</u> L8 Change and loss To explore how we can help following a bereavement.	
PE	<u>Dance</u> Ballet / Contemporary 'Blushing Unit' Direction, Stillness and Dynamics. Create a sequence of movements to perform. <u>Invasion Games - Football</u> Communication Understanding Teamwork Physical Ability	<u>Dance</u> Ballet / Contemporary 'Blushing Unit' Direction, Stillness and Dynamics. Create a sequence of movements to perform. <u>Invasion Games - Football</u> Communication Understanding Teamwork Physical Ability	<u>Dance</u> Ballet / Contemporary 'Blushing Unit' Direction, Stillness and Dynamics. Create a sequence of movements to perform. <u>Invasion Games - Football</u> Communication Understanding Teamwork Physical Ability	<u>Dance</u> Ballet / Contemporary 'Blushing Unit' Direction, Stillness and Dynamics. Create a sequence of movements to perform. <u>Invasion Games - Football</u> Communication Understanding Teamwork Physical Ability	<u>Dance</u> Ballet / Contemporary 'Blushing Unit' Direction, Stillness and Dynamics. Create a sequence of movements to perform. <u>Invasion Games - Football</u> Communication Understanding Teamwork Physical Ability	<u>Dance</u> Ballet / Contemporary 'Blushing Unit' Direction, Stillness and Dynamics. Create a sequence of movements to perform. <u>Invasion Games - Football</u> Communication Understanding Teamwork Physical Ability	<u>Dance</u> Ballet / Contemporary 'Blushing Unit' Direction, Stillness and Dynamics. Create a sequence of movements to perform. <u>Invasion Games - Football</u> Communication Understanding Teamwork Physical Ability
Spanish	<u>Pets in Spanish</u> To apply new vocabulary to talk about pets.	<u>Pets in Spanish</u> To recognise that an adjective must agree with the noun it describes.	<u>Pets in Spanish</u> To describe an animal's characteristics.	<u>Pets in Spanish</u> To read and understand a short story.	<u>Pets in Spanish</u> To write a story about pets.	<u>Pets in Spanish</u> To rehearse and perform a short role play.	