

| | WEEK 1 21.4.26 Non pupil day | WEEK 2 27.4.26 | WEEK 3 4.5.26 Bank Holiday | WEEK 4 11.5.26 SATs week | WEEK 5 18.5.26 |
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| Value-Courage & Confidence | The Tiny Seed with Big Courage Theme: Trying new things takes bravery | The Confidence Catwalk Theme: Celebrating strengths and individuality | Everyday Heroes Theme: Ordinary courage in daily life | The Confidence Potion Theme: Building inner belief | Mission Courage: The Balloon Challenge Theme: Courage to face challenges |
| Collective worship: | David and Goliath – Courage to Face Big Challenges | . Moses and the Burning Bush – Courage to Try Something New | Esther – Courage to Speak Up | Daniel in the Lions' Den – Courage to Stand Firm | Jesus Calms the Storm – Courage When We Feel Afraid |
| British Values, diversity & awareness | Open the book/St George's Day | Democracy & Debate | Individual liberty- taking pride in our work and school | Open the book | Democracy |
| RE How do people from religious and non-religious communities celebrate key festivals? | INSET | Why do people celebrate? What makes a festival meaningful? | What are the key Christian festivals? How are these celebrated and what is their significance? | What are key festivals from other religions? How are these celebrated and what is their significance? | How do non-religious communities celebrate key festivals? How does this compare to religious celebrations? |
| PHSE SCARF Being my best | My school community (y4) Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community. | Basic First Aid (Y4) H43. About what is meant by first aid; basic techniques for dealing with common injuries. H44. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. | It all adds up! (y5) Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. | Different skills (Y5) Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. | What's the risk 1 & 2 (Y6) Identify risk factors in a given situation (including online); Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Know where to go for advice and support when they feel worried or concerned about something online. |

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| <p>Maths y3&4</p> | <p>Mass & Capacity Step 1 Measure mass in grams Step 2 Measure mass in kilograms and grams Step 3 Equivalent masses Step 4 Compare mass Step 5 Add and subtract mass</p> | <p>Step 6 Measure capacity and volume in millilitres Step 7 Measure capacity and volume in millilitres and litres Step 8 Equivalent capacities and volumes Step 9 Compare capacity and volume Step 10 Add and subtract capacity and volume</p> | <p>Fractions B Step 1 Add fractions Step 2 Add fractions and mixed numbers Step 3 Subtract fractions Step 4 Subtract from whole amounts</p> | <p>Step 5 Subtract from mixed numbers Step 6 Unit fractions of an amount Step 7 Non-unit fractions of an amount Step 8 Reasoning with fractions of an amount</p> | <p>Time Step 1 Tell the time to 5 minutes Step 2 Tell the time to the minute Step 3 Read time of a digital clock Step 4 Use a.m. and p.m. Step 5 Convert between analogue and digital times</p> |
| <p>Maths Y5 & 6</p> | <p>Decimals A Step 1 Decimals up to 2 decimal places Step 2 Decimals up to 3 decimal places Step 3 Place value - integers and decimals Step 4 Order and compare decimals (same number of d.p.)</p> | <p>Step 5 Order and compare decimals with up to 3 decimal places Step 6 Round to the nearest whole number Decimals B Step 1 Use known facts to add and subtract decimals within 1 Step 2 Complements to 1 Step 3 Add and subtract decimals across 1</p> | <p>Step 4 Add decimals with the same number of d.p. Step 5 Subtract decimals with the same number of d.p. Step 6 Add decimals with different numbers of d.p. Fractions, decimals, percentages Step 1 Equivalent fractions and decimals - tenths Step 2 Equivalent fractions and decimals - hundredths</p> | <p>Step 3 Equivalent fractions and decimals - thousandths Step 4 Fractions as division Step 5 Understand percentages Step 6 Percentages as fractions</p> | <p>Ratio Step 1 Add or multiply? Step 2 Use ratio language Step 3 Ratio and fractions Step 4 Use scale factors</p> |
| <p>No Nonsense Maths Block</p> | <p>Block 5: Using understanding of addition and subtraction facts with four-digit numbers</p> | <p>This block focuses on using understanding of addition and subtraction facts with four-digit numbers to:</p> <ul style="list-style-type: none"> • add and subtract ones • add and subtract tens • add and subtract hundreds • add and subtract thousands • add and subtract three-digit and four-digit numbers. | <p>It builds on Block 3 and Year 3 Block 5. It particularly focuses on connecting understanding of the number system (place value), understanding of the additive composition of numbers to ten and understanding of related addition and subtraction facts to add and subtract with four-digit numbers</p> | <p>This is then combined for adding and subtracting with two four-digit numbers and adding and subtracting with a pair of numbers with a different number of digits</p> | |
| <p>English</p> | <p>Complete written work for previous unit 'What A Waste' Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors | <p>Fiction- Myths Atlas Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • 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 & summarising | <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas. | <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • In narratives, creating settings, characters and plot | <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors |

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| | | these · Identify how language, structure & presentation contribute to meaning | | | |
| Spelling/handwriting | Y3/4: Challenge Words Y5/6: Challenge Words | Y3/4: Words with the suffix '-er' Y5/6: Words that are homophones or near homophones | Y3/4: Words where the digraph 'ch' makes a /k/ sound Y5/6: Words that are homophones | Y3/4: Words ending in '-gue' and '-que' Y5/6: Words that are homophones | Y3/4: Words where the digraph 'sc' makes a /s/ sound Y5/6: Words that are homophones or near homophones |
| Phonics/ Grammar | INSET DAY | Word Classes: Nouns, verbs, adverbs, adjectives, prepositions, pronouns and conjunctions | Sentence construction: multi-clause sentences with co-ordination and subordination | Sentence Openers- fronted adverbials Punctuation- commas after fronted adverbials | Big Write |
| ScienceLight (Y3) | INSET DAY | I can recognise that there needs to be light in order to see things and that darkness is the absence of light; I can notice that light is reflected from surfaces. | I can recognise that light from the Sun can be dangerous and that there are ways to protect your eyes and skin from the Sun. | I can recognise that shadows are formed when light from a light source is blocked by an opaque object; I know that shadows take on the shape of the opaque object; I can predict where a shadow will form in relation to an opaque object and a light source. | I can find patterns in the way that the length of shadows change. I know that light is reflected from surfaces (mirrors). |



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| <p>PE-Pedpass</p> | <p>Tennis Racket & ball control- Hit the ball when the racket face is facing your partner. The racket starts low with one hand and finishes high over your opposite shoulder with two hands. Return ball using forehand- As the ball approaches, move your feet to get in line with it. Start in the ready position.</p> | <p>Develop backhand stroke- Make contact with the ball when your racket face is facing your target. Turn sideways so that your dominant arm is closest to the net. Keep a rally- improving techniques- Hit the ball away from your opponent to make it hard for them to return it. Move your feet to the ball and then return to the ready position.</p> | <p>Cover space on the court between you and your partner. Hit the ball away from your opponent to make it hard for them to return it. See and apply rules and simple tactics- Agree the score after each point. Shake hands with your opponent at the end of each game. Understand rules to play a game.</p> | <p>Athletics- running and throwing Develop stamina- understanding speed and pace- Run at a pace that you can maintain. Run faster at the end of the race. Run with fluency and coordination alternating your arms and legs. Develop power and speed in sprinting- Elbows bent at 90 degrees. Run with fluency and coordination alternating your arms and legs. Sprint on the balls of your feet moving your hands from pocket to mouth.</p> | <p>Develop power and technique when throwing for distance- create power in your throw by transferring your weight from your back to your front leg. Strength and speed will produce power. Develop a pull throw for javelin- Begin with a straight arm. Create power in your throw by transferring your weight from your back to your front leg. Point the javelin tip slightly up.</p> |
| <p>Computing Branching Databases 3.4</p> | <p>To create questions with yes/no answers I can investigate questions with yes/no answers I can make up a yes/no question about a collection of objects I can create two groups of objects separated by one attribute</p> | <p>To identify the attributes needed to collect data about an object I can select an attribute to separate objects into groups I can create a group of objects within an existing group I can arrange objects into a tree structure</p> | <p>To create a branching database I can select objects to arrange in a branching database I can group objects using my own yes/no questions I can test my branching database to see if it works</p> | <p>To explain why it is helpful for a database to be well structured I can create yes/no questions using given attributes I can compare two branching database structures I can explain that questions need to be ordered carefully to split objects into similarly sized groups</p> | <p>To plan the structure of a branching database I can independently create questions to use in a branching database I can create questions that will enable objects to be uniquely identified I can create a physical version of a branching database</p> |

| Art/DT | INSET | | BANK HOLIDAY | | |
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| Magnetic Mysteries Continued | | How can I build a strong model with hidden movement? | | How can I build a strong model with hidden movement? What makes my model successful? | |
| Music: Sing Up Twinkle variations Y6 | | | Interpret a score and perform a piece using body percussion. <ul style="list-style-type: none"> Learn about theme and variations form. Invent variations upon a theme using body percussion. Listen to Mozart. | Orchestrate Twinkle, twinkle little star (choose which instruments play which parts). <ul style="list-style-type: none"> Create a new variation and perform it. | Learn about and create a passacaglia. <ul style="list-style-type: none"> Learn about improvisation. Improvise on top of a repeating bassline. Structure ideas into a finished piece. Perform to an audience/make a recording of their performance. |
| MFL French The body y5 | <ul style="list-style-type: none"> Name the body parts in French Read the words for body parts Accurately pronounce the words | Know the genders of the words (male/female/plural: le/la/les) <ul style="list-style-type: none"> Recognise body parts when written | Show understanding when hearing the words <ul style="list-style-type: none"> Describe a monster Use numbers up to 10 | Use the colours <ul style="list-style-type: none"> Understand the description of a monster | Label the pictures, using matching activities <ul style="list-style-type: none"> Play games co-operatively in French, practising the words |
| Educational visits/visitors | | | | | Animals visitor to school |
| Nature School | Weeding & watering | Planting out seedlings | Frog and butterfly lifecycles | Plant beans & squash | |
| Wall and interactive displays | | First Aid & Emergencies | Light | | |
| Resources required | | Myths Atlas text | Science- light investigation materials | Seeds to plant | |