	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	# Stone age to iron age						
Literacy	Adventure Story	Adventure Story	Adventure Story	Adventure Story	Diary Entry	Diary Entry	Diary Entry
Maths (unit)	**Year 3** Addition and Subtraction **Year 4** Area	**Year 3** Addition and Subtraction **Year 4** Multiplication and division	Multiplication and division	Multiplication and division	Multiplication and division	Multiplication and division	Multiplication and division
Science Sound	**Good vibrations** To identify how sounds are made, associating some of them with something vibrating.	**Hearing Sounds** To recognise that vibrations from sounds travel through a medium to the ear. To find patterns between the volume of a sound and the strength of the vibrations that produced it.	**Higher and Lower** To find patterns between the pitch of a sound and features of the object that produced it.	**String Telephone** To recognise that sounds get fainter as the distance from the sound source increases.	**Soundproofing** To investigate ways to absorb sound.	**Making Music** To make a musical instrument to play different sounds.	Assessment
Geography Counties, regions and features of the UK	I can name and locate the countries and cities of the UK.	I can name and locate the main rivers and seas of the UK.	I can name and locate some of the counties of the UK.	I can use a map or atlas to locate areas of high ground in the UK.	I can identify ways that London has changed over time.	I can describe and understand how the UK has changed over time.	Assessment
R.E. What is it like to follow God? What is the Trinity?	I can make clear links between the story of Noah and the idea of covenant	I can make links between the story of Noah and how we live in school and the wider world	I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony	I can make links between how some Christians choose to live their lives and in their community	I can engage in the idea of Incarnation	I can explore the Christian understanding of incarnation	I can express the Christian understanding of the term 'The Trinity'
PSHE Rights, rules and responsibilities	To understand the difference between rights, wants and needs.	To understand that rights come with responsibilities and how these affect their home and school life.	To understand why rules are needed at home and at school.	To be able to participate in making and changing rules.	To develop skills to contribute to democratic decision making in school..	To understand how children might be democratically elected at school to represent or act on behalf of others.	To take part in simple debating and voting.

Computing NCCE Creating media - animation	To explain that animation is a sequence of drawings or photographs.	To relate animated movement with a sequence of images.	To plan an animation.	To identify the need to work consistently and carefully.	To review and improve an animation.	To evaluate the impact of adding other media to an animation.	Assessment
PE - Indoor Dance	Can perform a short movement phrase and link to the class motif showing contrasting dynamics, shapes,	Can perform a short movement phrase and link to the class motif showing contrasting dynamics, shapes,	Can perform a series of movement phrases and the class motif showing contrasting dynamics, shapes, levels and travel,	Can perform a series of movement phrases and the class motif showing contrasting dynamics, shapes, levels and travel, working as a group.	Can perform a series of movement phrases and the class motif showing contrasting dynamics, shapes, levels and travel,	Perform a group dance showing contrasting dynamics, formations, levels, techniques and travel with control.	Perform a group dance showing contrasting dynamics, formations, levels, techniques and travel with control.
PE - Outdoor Football	To control a ball using your feet.	To pass a ball using your feet.	To dribble and turn with a ball using your feet.	To defend in a 1v1.	To kick a ball to score a goal.	To work as part of a team when you compete in a small-sided game.	To work as part of a team when you compete in a small-sided game
MFL Les instruments	to recognise, recall and spell five different instruments with their definite article/determiner in the foreign language.	to recognise, recall and spell a further five different instruments with their definite article/determiner in the foreign language.	consolidate the pronunciation and spelling of all ten instruments in the foreign language.	further consolidate all ten instruments in the foreign language with a particular focus on the definite article/determiner.	pupils will be introduced to the verb 'to play (an instrument)' in the first person singular, with the aim of being able to form a short sentence with the instrument nouns in the foreign language.	pupils will be introduced to the verb 'to play (an instrument)' in the first person singular, with the aim of being able to form a short sentence with the instrument nouns in the foreign language	revise and consolidate all language covered in the unit and complete the end of unit assessment.
DT - Construction Create their own roundhouse. Joining items together.	To understand how roundhouses were constructed in the Iron Age.	To experiment with the wattle and daub building technique.	To design our own roundhouse.	To construct the timber frame of our roundhouse.	To construct the wattle and daub wall of our roundhouse.	To construct the thatched roof of our roundhouse.	To evaluate our work.
Music Haiku music and performance Kap 4	To describe the Hanami festival using suitable words and sounds	To represent a blossom tree using sounds	To identify musical features using descriptive vocabulary	To work as a group to create a piece of music celebrating the Hanami festival	To work as a group to create a piece of music celebrating the Hanami festival.	To perform a piece of music to celebrate Hanami	To perform a piece of music to celebrate Hanami

Extended Writing opportunities							