	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	# Local Area 					
Literacy	Setting description (Based on the Borrowers)	Setting description (Based on the Borrowers)	Setting description (Based on the Borrowers)	Narrative (action scene - a trap)	Narrative (action scene - a trap)	Narrative (action scene - a trap)
Maths (unit)	Multiplication and division B	Multiplication and division B	Multiplication and division B	Length and perimeter	Length and perimeter	Fractions
Science Forces and magnets		To know that some forces need contact between two objects.	To plan an enquiry comparing how objects move on different surfaces.	To carry out an enquiry comparing how objects move on different surfaces.	To compare and group materials based on whether they are magnetic or non-magnetic.	To compare magnetic strength and understand that magnetic forces can act at a distance.
Geography Local Study	Be able to use compass points to navigate around a map.	Use aerial photographs and plan perspectives to recognise and create landmarks	Use simple fieldwork and observational skills to study the geography of their school and surroundings.	To devise a simple map and use and construct basic symbols in a key.	To design a map, referring to key human features.	To create a detailed map of Brington
R.E. UC Gospel LKS2 Core Unit What kind of world did Jesus want? Fishers of Men	To understand what Jesus asked his disciples to do.	To identify the qualities of a disciple.	To recreate the kind of world Jesus wanted.	To understand how churches today work towards the world Jesus wanted.	To show how Christians today work towards the world Jesus wanted.	To design our own ideal world.
PSHE Diversity and Community	To explore personal characteristics often associated with gender and understand how these affect behaviour, identity and choices.	To understand what stereotypes are, their negative effects and ways to challenge them.	To be able to describe some groups and communities around them and the benefits of being part of these	To understand the different forms the media takes and some of what it does	To understand how to care for the local environment and the benefits for individuals	Share my knowledge of the topic
Computing NCCE Programming: Repetition in Shapes	To identify that accuracy in programming is important	To create a programme in a text based language	To know what repeat means	To modify a count controlled loop to produce a given outcome	To decompose a task into small steps	To create a programme that uses count-controlled loops to produce a given outcome

Outdoor PE Basketball	Dribbling with accuracy.	Jump stop and bounce pass.	Shooting with accuracy	Pivoting with confidence	Mini match	Mini match
Indoor PE Gymnastics - Principles of Balance		To apply the Principles of Balance to make balances easier or more challenging to control.	To adapt an existing movement phrase or create a new movement phrase to show smooth transitions between balances.	To link balances covering different levels and to involve a bench in the performance of balances.	To explore ways of performing balances using large apparatus and explain how this affects the Principles of Balance.	To explore transitions into and out of balances on large apparatus and link the best ideas into movement phrases using other actions.
MFL Chez moi	Say where I live using the verb 'j'habite' (I live)	Say 5 rooms of the house with the correct determiner.	Say 5 more rooms of the house with the correct determiner	Say what rooms I do not have in my house using the negative structure.	Use all my new knowledge in French to describe where I live.	Use all my new knowledge in French to describe where I live.
ART Drawing - local	Observe different drawings of horses and discuss their features	Focus on sketching different body parts of a horse	Sketch a horse head outline with some details	Observe horses in their natural habitat and photograph them	To sketch using similar methods to Anna Howlett	Complete our sketches using reference points
Music Body and tuned percussion (Theme: Rainforest)	Identify structure and texture in music.	Use body percussion	Create musical rhythms using body percussion	Create simple tunes	Build and improve a composition	Perform and celebrate the unit's work
Extended Writing opportunities			**Write a letter to the local residents to ask to photograph the horses.**			**Non Chronological report**