	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	# Egyptians						
Literacy	Narrative	Poetry	Poetry	Recount	Persuasive Writing	Persuasive Writing	Letters
Maths (unit)	Statistics	Statistics	Time	Time	Time	Consolidation	Consolidation
Science - Skeletons and muscles Nutrition and digestion	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	I can explain what vertebrates and invertebrates are and give some examples of each.	To explain how bones and muscles work together to create movement.	To identify the parts of the digestive system and their function	Describe the simple functions of the basic parts of the digestive system in humans	To demonstrate and explain the process of digestion.	Assessment
Geography - Around the World	Children will be able to identify the position and significance of latitude, longitude.	Understand where the equator is and its impact on the countries it runs through including weather, trade, terrain and population.	The children will be able to identify the Northern Hemisphere and Southern Hemisphere and which continents fall into these.	Comparison of countries in the northern and southern hemispheres. Including naming countries that are located in very different regions.	Children will be able to compare different parts of Africa including where Egypt is located,	Comparison to the other countries in the continent and the differences and similarities. Collapsed curriculum for olympics link to cover geography. Report in groups on each country from the northern and southern hemisphere.	
RE- Islam How does a Muslim show their submission and obedience to Allah?	Who do you listen to and obey?	How and why do Muslims respond to the call to prayer?	Why was Bilal chosen as the first muezzin?	Why do Muslims believe it makes sense to submit to God?	Why do Muslims want all they do to show their obedience/submission to Allah?	Do we understand what Muslims want their children to learn about 'submission'?	Can we answer the big question at the start of the unit?
PSHE - Managing Safety & Risk	To state possible physical and	To develop decision making strategies for	To be able to suggest known and unknown	To identify further benefits and risks	To identify further benefits and risks of	To be able to recognise an	To identify risks when joining in

	emotional reactions to different risks.	risky situations.	people they would ask for help in risky situations.	with road traffic have strategies to stay safer and get help	being near water and have strategies to stay safer and get help.	emergency and take suitable action.	with activities and visits and have strategies to stay safer and offer help.
Computing NCCE - Programming	To develop the use of count-controlled loops in a different programming environment	To explain that in programming there are infinite loops and count-controlled loops	To develop a design that includes two or more loops which run at the same time	To modify an infinite loop in a given program	To design a project that includes repetition	To create a project that includes repetition	To create a project that includes repetition
PE - Swimming	**Swimming**	**Swimming**	**Swimming**	**Swimming**	**Swimming**	**Swimming**	**Swimming**
Art - Hieroglyphics	What are hieroglyphics and who discovered them? Jean-François Champollion	Where did we find hieroglyphs?	Sketch our own initials in hieroglyphs	Paint our initials in hieroglyphs	What is papyrus and why was it used?	Paint our initials in hieroglyphics on papyrus	Presentation/Art Show
Music - Singing	End of Year Performance	End of Year Performance	End of Year Performance	End of Year Performance	End of Year Performance	End of Year Performance	Church Service Songs
Extended Writing opportunities			Persuasive writing - invite to school performance			Olympics Booklet	