	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	# Local Area 						
Literacy	Diary writing	Diary writing	Diary writing	Diary writing	Narrative	Narrative	Narrative
Maths (unit)	Fractions	Fractions	Fractions	Fractions	Fractions	Length, Area & Perimeter	Length, Area & Perimeter
Science Forces and magnets		I can identify the forces acting on objects	I can investigate how a toy car moves over different surfaces.	I can sort magnetic and non-magnetic materials	I can investigate the strength of magnets.	I can explore magnetic poles	I understand how magnets attract **some** materials.
Geography	To brainstorm all the things we know about our local area	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.		To understand the idea of someone moving you from dark to light	Understand the idea of Nanak as a GURU	Understand how Nanak became a Guru (Sikh narrative)	Understand how the Granth is a living Guru (Sikh community practice)	Understand how Sikhs focus on listening to the true Guru (Sikh living)	Show and evaluate learning about how the Guru's teaching takes Sikhs from dark to light (Assessment)
PSHE **Diversity/Communities**		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		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
PE - Basketball		Dribbling with accuracy.	Jump stop and bounce pass.	Shooting with accuracy	Pivoting with confidence	Mini match	Mini match
PE - Gymnastics		To link a basic roll, turn and spin into a conditioning phrase.	To create a short movement phrase linking a spin or turn	Create a movement phrase linking 3-4 different rotational actions and variation in speed		Create a movement phrase linking 3-4 different rotational actions and variation in speed	Remember a movement phrase linking 3-4 moves variation in speed,level and direction
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	Observe different drawings of horses and discuss their features	Focus on sketching different body parts of a horse	Sketch an outline of a horse head	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 Rock and Roll		Hand jive - To understand the history of rock and roll music	Rock around the clock -To be able to perform with a sense of style	Walking bass line To play a walking bass line on tuned percussion	Performing the bass To be able to play a rock and roll bass line	Rock and Roll performance To be able to play a rock and roll piece of music	Rock and Roll To be able to play a rock and roll piece of music
Extended Writing opportunities				**Write a letter to the local residents to ask to photograph the horses.**			**Non Chronological report**